

U.S. Department of Education  
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT  
UNDER THE**

**IFLE Fiscal Year (FY) 2014 National Resource Centers**

**CFDA # 84.015A and 84.015B**

**PR/Award #      P015A140115      P015B140115**

**Columbia Univ in the City of New York**

# Application for Federal Assistance SF-424

## \* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

## \* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

N/A

4. Applicant Identifier:

N/A

5a. Federal Entity Identifier:

N/A

5b. Federal Award Identifier:

N/A

## State Use Only:

6. Date Received by State:

N/A

7. State Application Identifier:

N/A

## 8. APPLICANT INFORMATION:

\* a. Legal Name:

The Trustees of Columbia University in the City of New York

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

13-5598093

\* c. Organizational DUNS:

049179401

## d. Address:

\* Street1:

615 West 131st Street

Street2:

Room 254, Mail code 8725

\* City:

New York

County/Parish:

\* State:

NY

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

10027-7922

## e. Organizational Unit:

Department Name:

Institute of Latin American Studies

Division Name:

Arts and Sciences

## f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Jose

Middle Name:

\* Last Name:

Moya

Suffix:

Title:

Director

Organizational Affiliation:

Institute of Latin American Studies

\* Telephone Number:

212-854-5097

Fax Number:

212-854-4607

\* Email:

jm2575@columbia.edu

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

N- Private IHE

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.015A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships  
Programs

**\* 12. Funding Opportunity Number:**

053014-001 & 053014-002

\* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships  
Programs

**13. Competition Identification Number:**

N/A

Title:

N/A

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

N/A

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

National Resource Centers and Foreign Language and Area Studies Fellowships  
Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant

NY-013

\* b. Program/Project

NY-010

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

08/15/2014

\* b. End Date:

08/14/2018

**18. Estimated Funding (\$):**

\* a. Federal

\$607,972

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

\$607,972

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐

a. This application was made available to the State under the Executive Order 12372 Process for review on

☐

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐

Yes

☒

No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:

\* First Name:

Juliana

Middle Name:

\* Last Name:

Powell

Suffix:

\* Title:

Associate Director of Operations, Sponsored Projects Administration

\* Telephone Number:

212-854-6851

Fax Number:

\* Email:

ms-grants-office@columbia.edu

\* Signature of Authorized Representative:

Juliana Powell

\* Date Signed:

06/30/2014



U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:  First Name:  Middle Name:  Last Name:  Suffix:

**Address:**

Street1:   
Street2:   
City:   
County:   
State:   
Zip Code:   
Country:

Phone Number (give area code)  Fax Number (give area code)

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

**Columbia University**  
**GEPA Section 427 Statement - 2014**

Columbia University is committed to providing a working, learning and living environment free from discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members. As an institution, Columbia University is committed to the principles of equity and excellence and actively pursues both, adhering to the belief that equity is the partner of excellence. In furtherance of this commitment, Columbia has implemented policies and procedures that seek to ensure that its employment and educational decisions are based on individual merit and not on biases or stereotypes.

As an equal opportunity and affirmative action employer, Columbia University does not discriminate against or permit harassment of employees or applicants for employment on the basis of membership in a Protected Class. As set forth in the University's Policies and Procedures on Discrimination and Harassment, the University does not discriminate against or permit harassment of employees or applicants for employment on the basis of race, color, sex, gender (including gender identity and expression), pregnancy, religion, creed, national origin, age, alienage and citizenship, status as a perceived or actual victim of domestic violence, disability, marital status, sexual orientation, military status, partnership status, genetic predisposition or carrier status, arrest record, or any other legally protected status. This policy applies to all personnel decisions, including recruitment, hiring, and promotion.

As an equal opportunity and affirmative action educational institution, Columbia University does not discriminate against any person in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs or permit the harassment of any student or applicant for admission on the basis of membership in a Protected Class. The University provides students who believe that they have been the subject of discrimination or harassment with mechanisms for seeking redress.

Columbia University is also committed to fostering a working, learning and living environment that is accessible to persons with disabilities. The University conducts an on-going program to remove physical barriers and each year, it makes significant accessibility improvements. While Columbia continues to improve physical access to its campus and buildings, it ensures that all of its programs and activities are accessible to people with disabilities. If a program or activity is scheduled for a venue that is not fully accessible, it is Columbia's policy to relocate such events to accessible facilities that meet the needs of the individual student, employee or attendee.

Columbia University's Policies and Procedures regarding equal opportunity and affirmative action may be reviewed here: <http://eoaa.columbia.edu/>.

<b>APPLICATION WORLD REGION OR THEMATIC FOCUS</b> <b>FY 2014-2017</b>
--

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input checked="" type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

<b>APPLICATION TYPE</b>
-------------------------

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

**FLAS-ELIGIBLE LANGUAGES**  
**Performance-Based Instruction**  
**FY 2014 – 2017**

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

<b>Language</b>	<b>Eligible Now? Y/N</b>
PORTUGUESE	Y
QUECHUA	Y
SPANISH	Y
NAHUATL	Y
MIXTEC	Y

### Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

See Attached statement

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

See Attached statement

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

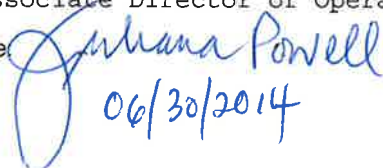
Name of Applicant Institution and Center: The Trustees of Columbia University in the City of New York,  
Institute of Latin American Studies

Name/Title of Authorized Representative (Printed): Juliana Powell

Title: Associate Director of Operations

Telephone: 212-854-6851

Signature:



E-mail: jp2613@columbia.edu

Date:

06/30/2014

## **Information to Meet §602(e) Statutory Requirements**

**1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affair**

The New York City Consortium on Latin American Studies at Columbia and NYU seeks to nurture responsible and accountable research, teaching, learning, and debate about Latin America and the Caribbean and international affairs. We approach the region both in its specificity and in the context of broader, interdependent social, political, and economic global systems. The Consortium achieves this through multiple means, including a diverse pool of faculty and students and a robust and varied array of public outreach programs.

Organized by our Centers with active input from faculty across departments and schools of both universities, our public outreach programs are wide-ranging in the topics, positions, and perspectives aired. Invited speakers are prominent scholars and practitioners from Latin America, the US, and elsewhere, who reflect a spectrum of intellectual, political, and professional experiences and perspectives. The World Leaders Forum (CU) and the Latin American Leaders series (NYU) invite Latin American politicians and public servants who represent vastly divergent points of view from across the political spectrum. When addressing controversial topics, we are particularly mindful of the need to represent multiple perspectives. Recent programming on Cuba, for example, has included noted scholars and public intellectuals living in Cuba, as well as prominent dissident figures both on and off the island. We regularly invite speakers from US and international government agencies, the United Nations, and the NGO community to ensure that contemporary issues are publicly addressed from multiple perspectives.

Both universities pride themselves on being a marketplace of ideas. Our faculty teach



students at all levels to ask critical, informed questions about the prevailing conditions, issues, and trends in the region, through diverse methods and viewpoints, and to evaluate and support their own and others' claims or opinions through analysis of evidence and consideration of the contexts in which such views are expressed. Through classes and study abroad, students are asked to learn from the perspectives and experience of others, and to speak with others in their native languages. Our faculty serves on the boards (or are invited members) of well-respected, non-partisan institutions on the forefront of Latin American analysis, including groups such as Human Rights Watch and the Council on Foreign Relations.

Finally, New York has a significant immigrant population, and many of our students—who represent over 135 different countries—are the children of immigrants from Latin America and the Caribbean. Thus both classroom and public discussions are enriched by a full range of diverse views. As we have done in the past, we will continue to design programming that provides students, teachers, and the general public with access to diverse viewpoints and open debate on Latin America.

**2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.**

Through curriculum development, research grants, study abroad opportunities, language training, and outreach activities, the Consortium offers training to undergraduate and graduate students in the languages of national need identified by the Department of Education, including Brazilian Portuguese and Quechua (both priority languages), as well as Spanish, and provides rigorous area studies education on Latin America and the Caribbean. CU and NYU encourage government service in areas in which our universities holds comparative strength—international

affairs, public administration, public health, education and social work—through curriculum development, research grants, study abroad opportunities, language training, and a range of outreach activities. Faculty in our professional schools bring their own extensive experience in the fields of public service to bear in the classroom. NYC-CLAS regularly co-sponsors and cross-lists courses in politics, international affairs, and international education that are open to undergraduate and graduate students in our LAS and MA degree programs. NYC-CLAS outreach and internship programs provide students with direct service experiences at such sites as the Clinton Global Initiative, the OAS, and the UN Permanent Forum on Indigenous Peoples—experiences that students credit for their transition from school to careers in areas of national need.

Our LAS graduates now work in careers that involve national and international public service. A high majority of PhD students move into teaching positions in higher education where they train LACS specialists. Recent MA graduates now work in such organizations as the United Nations, Peace Corps, the Council on Foreign Relations, and the Americas Society, and form part of the 30% of MA student in non-profit work. The Consortium will continue to pursue links with professional schools, recruiting students to apply for FLAS awards and to enroll in LACS courses in our respective centers, to better position graduates to occupy prominent places in U.S. and international organizations.

The FLAS program at CU and NYU directly targets national need, supporting study of priority languages from the region, Portuguese and Quechua. FLAS fellowships are awarded with attention to training students with commitments to education, public service, and government. Recent placement data show in the last four years, 29% of CU grantees and 20% of NYU grantees now work in public service or the non-profit sector working for such

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

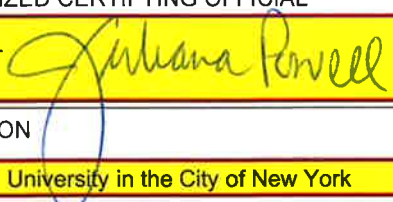
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <div style="border: 1px solid black; padding: 5px;">           Juliana Powell            </div>	TITLE <div style="border: 1px solid black; padding: 5px;">           Associate Director of Operations,            Sponsored Projects Administration         </div>
APPLICANT ORGANIZATION <div style="border: 1px solid black; padding: 5px;">           The Trustees of Columbia University in the City of New York         </div>	DATE SUBMITTED <div style="border: 1px solid black; padding: 5px;">           06/30/2014         </div>

**CERTIFICATION REGARDING LOBBYING****Certification for Contracts, Grants, Loans, and Cooperative Agreements**

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**Statement for Loan Guarantees and Loan Insurance**

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**\* APPLICANT'S ORGANIZATION**

The Trustees of Columbia University in the City of New York

**\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix:  \* First Name: Juliana Middle Name:   
\* Last Name: Powell Suffix:  \* Title: Assoc. Dir of Operations

\* SIGNATURE:  \* DATE: Completed on submission to Grants.gov 06/20/2014

The New York City Consortium for Latin American Studies  
Columbia University and New York University  
**Table of Contents**

<b>Criterion</b>	<b>Page</b>
<b>Criterion 1. Commitment to Latin American Studies</b>	<b>1</b>
A. University Financial and Other Support	1
B. (FLAS) Financial Support for Students	7
<b>Criterion 2. Quality of Curriculum Design</b>	<b>8</b>
A. Undergraduate and Graduate Instruction	8
B. Academic and Career Advising	11
<b>Criterion 3. Quality of the Non-Language Instructional Program</b>	<b>15</b>
A. Disciplinary and Geographic Coverage	15
B. Depth of Specialized Course Coverage	15
C. Depth of Specialized Course Coverage	16
D. Availability of Non-language Faculty	18
<b>Criterion 4. Quality of the Language Instructional Program</b>	<b>18</b>
A. Instruction in Spanish, Portuguese, and Less Commonly Taught Languages	18
B. Level and Type of Instruction	18
C. Language Faculties	20
D. Performance-based Instruction	22
<b>Criterion 5. Strength of the Libraries</b>	<b>25</b>
A. Relative Strengths	27
B. Networks for Resource-Sharing and Coordinated Collection Development	18
<b>Criterion 6. Quality of Staff Resources</b>	<b>29</b>
A. Qualification of T	29
B. eaching Faculty and Other Professional Staff	
C. Oversight Arrangements	33
D. Non-discrimination Policies of CU and NYU	34
<b>Criterion 7. Outreach Activities</b>	<b>35</b>
A. Outreach Activities by Category	35
<b>Criterion 8. Program Planning and Budget</b>	<b>39</b>
A. Quality and Purpose of Activities	40
B. Development Plan and Timeline	44
C. Cost Effectiveness	46
D. Long-term Impact on Undergraduate and Graduate Programs	46
<b>Criterion 9. Impact and Evaluation</b>	<b>47</b>
A. Broad Impact of ILAS/CLACS	46
B. Section 427 GEPA	50
C. Comprehensive and Objective Evaluation	51
D. Improved Supply of Specialists	55
E. Activities and National Needs	56
F. Addressing National Needs through FLAS	56
<b>Criterion 10. FLAS Awardee Selection Procedure</b>	<b>57</b>
A. Advertising and Selection Plan	57
B. Application Process	59
<b>Criterion 11. Competitive Preference Priorities</b>	<b>59</b>
<b>Appendix I.</b>	
A. Project Budget	
B. ED 524	
<b>Appendix II. Profiles for Project Personnel</b>	
A. Columbia University	
B. New York University	
<b>Appendix III. Course Lists</b>	
A. Columbia University	
B. New York University	
<b>Appendix IV. Performance Measure Forms</b>	



Joint National Resource Consortium for Latin American Studies  
Columbia University and New York University

**Abstract**

The New York City Consortium for Latin American Studies (NYC-CLAS) combines the extraordinary teaching and research capacities of two of New York City's leading universities, New York University (NYU) and Columbia University (CU). These dynamic urban universities, with 40,000 and 25,000 students respectively, advance international education through their rich "locational endowment" in the global city of New York, and through institutional commitments to building programs, establishing networks, and educating students across six continents. The Latin American Studies centers of both universities have collaborated since 1988 in a mission to advance knowledge and understanding of Latin America and the Caribbean through competitive degree programs, international research opportunities, nationally-recognized library resources, and outreach programs to K-12, post-secondary institutions, and the public at large. We share a history of close collaboration rooted in shared faculty research interests, complementary academic strengths, ease of student cross-registration, and close proximity. Like the universities in which we are housed, the Centers leverage on behalf of students, faculty, and the public both the resources of its location—a city with a 40% LAC immigrant population—and of each University's deep ties to Latin America through global sites (NYU, Buenos Aires), global centers (CU, Santiago and Rio de Janeiro), and a wealth of student exchange programs and faculty research initiatives in every country across the region.

With 265 affiliated faculty dedicated to research and teaching on Latin America across 21 departments and 10 professional schools, students have access to comprehensive and interdisciplinary training. Both schools offer undergraduate majors and M.A. degrees in Latin American and Caribbean Studies, training for PhD students, extensive opportunities for study, research, and exchanges abroad, and Latin American and Caribbean Studies courses for professional school students in Education, Public Policy, International Affairs, Public Health, Business, Journalism, and Law. Over the last five years, fully funded graduate students have written 173 doctoral dissertations in many different fields related to Latin America.

Past and current NRC funds have been used to support innovative training, coverage of content relating to national need, and training in LCTLs and in the societies, economies, and states of their regions. This application proposes to strengthen our centers' language and area studies programs through outreach to K-12 and community college educators in partnership with our schools of education. In response to regional demographic changes, we aim to expand our training in less-commonly taught languages through the creation of an Indigenous and Diasporic Language Consortium that will bring new language courses to Lehman College (an MSI) and allow students from all three institutions to cross-register for classes. We will further internationalize curriculum at MSIs and Community Colleges through a curriculum development partnership with the Borough of Manhattan Community College. Through curriculum workshops with our Schools of Education, we will bring meaningful area studies content to the core and elective training of future teachers. In general, we will strengthen our rigorous internal and external evaluation of scholarly, outreach, and language instructional programs. The Consortium will strengthen its libraries; and more fully coordinate and integrate activities in both universities to make the Consortium a national model of inter-university collaboration in LACS.

The New York City Consortium for Latin American Studies  
Columbia University and New York University  
**Glossary of Abbreviations**

<b>FLAS</b>	Foreign Language and Area Studies
<b>FRN</b>	Faculty Resource Network (NYU)
<b>GC</b>	Global Center (CU)
<b>GEPA</b>	General Education Provisions Act
<b>GPRA</b>	Government Performance and Results Act
<b>GPMP</b>	Guantanamo Public Memory Project
<b>GRAD/grad</b>	Graduate
<b>GSAS</b>	Graduate School of Arts and Sciences (CU and NYU)
<b>GSP</b>	Global Scholars Program (CU)
<b>HEMI</b>	Hemispheric Institute of Performance and Politics (NYU)
<b>HIDVL</b>	The Hemispheric Institute Digital Video Library
<b>ICLS</b>	Institute for Comparative Literature and Society
<b>IDLC</b>	Indigenous and Diasporic Language Consortium
<b>ILAS</b>	Institute of Latin American Studies (CU)
<b>IUDC</b>	Inter-University Doctoral Consortium
<b>K</b>	One thousand
<b>K-12</b>	Kindergarten through 12th grade
<b>LA</b>	Latin America(n)
<b>LAC</b>	Latin America and the Caribbean
<b>LACS</b>	Latin American and Caribbean Studies
<b>LADMI</b>	Latin American Digital Media Initiative
<b>LAPOP</b>	<i>Latin American Public Opinion Project</i>
<b>LARRP</b>	<i>Latin Americanist Research Resources Project</i>
<b>LAS</b>	Latin American Studies
<b>LASA</b>	Latin American Studies Association
<b>LCTL</b>	Less Commonly Taught Language
<b>Lehman</b>	Lehman College
<b>LRC</b>	Language Resource Center
<b>MA</b>	Master of Arts
<b>MARSLAC</b>	MA in Regional Studies-Latin America and the Caribbean
<b>MAT</b>	Master of Arts in Teaching
<b>MFA</b>	Master of Fine Arts

The New York City Consortium for Latin American Studies  
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**Glossary of Abbreviations**

<b>MIA</b>	Master of International Affairs
<b>MPA</b>	Master of Public Administration
<b>MPH</b>	Masters of Public Health
<b>MSEd</b>	Masters of Science in Education
<b>MSI</b>	Minority Serving Institution
<b>MSW</b>	Master of Social Work
<b>NACLA</b>	North American Congress on Latin America
<b>NGOs</b>	Non-Governmental Organizations
<b>NRC</b>	National Resource Center
<b>NY</b>	New York
<b>NYC</b>	New York City
<b>NYC-CLAS</b>	New York City Consortium for Latin American Studies (CU and NYU)
<b>NYCDOE</b>	New York City Department of Education
<b>NYU</b>	New York University
<b>NYUBA</b>	NYU Buenos Aires
<b>OSP</b>	Office of Sponsored Programs
<b>PL</b>	Priority Language
<b>PORT</b>	Portuguese
<b>SALALM</b>	Seminar on the Acquisition of Latin American Library Materials
<b>SCPS</b>	School of Continuing and Professional Studies (NYU)
<b>SIPA</b>	School of International and Public Affairs (CU)
<b>SPAN</b>	Spanish
<b>Steinhardt</b>	Steinhardt School of Education, Culture, and Human Development (NYU)
<b>SUNY-SB</b>	State University of New York at Stony Brook
<b>TAs</b>	Teaching Assistants
<b>TC</b>	Teachers College (CU)
<b>TESOL</b>	Teachers of English to Speakers of Other Languages
<b>UG</b>	Undergraduate
<b>US</b>	United States of America
<b>US/ED</b>	United States Department of Education
<b>USP</b>	Universidade de São Paulo
<b>Wagner</b>	Wagner School of Public Service (NYU)

The New York City Consortium for Latin American Studies  
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**Glossary of Abbreviations**

<b>WiPLASH</b>	Works in Progress in Latin American Society and History (NYU)
<b>Y1</b>	Year 1
<b>Y2</b>	Year 2
<b>Y3</b>	Year 3
<b>Y4</b>	Year 4

## **Columbia University-New York University Consortium on Latin American Studies (NYC-CLAS)**

### **Criterion 1. Commitment to Latin American Studies**

The New York City Consortium for Latin American Studies (NYC-CLAS) is a collaborative partnership between the Institute of Latin American Studies (ILAS) of Columbia University (CU) and the Center for Latin American and Caribbean Studies (CLACS) at New York University (NYU), founded in 1988, and designated a National Resource Center in 1988–2002 and 2006–2014. Since 2010, both universities have undertaken new initiatives that build on and extend Consortium strengths and the core mission of the National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) programs. CU has invested substantially in Latin American Studies (LAS) at ILAS by creating a visiting faculty program at the Center for Brazilian Studies (CBS); founding a new Center for Mexican Studies (CMS), and creating the CU-University of Havana Academic Exchange Program. NYU, in turn, has made possible the appointment of tenured lines at CLACS, and has created three faculty-directed area studies initiatives: Caribbean, Brazil, and Andean with support of the Division Humanities in the Faculty of Arts and Sciences. With university support, our shared Quechua language program reaches more students and is attracting regional and national attention. Affiliated faculty at both centers total 252 (115 at CU, 137 at NYU), representing 21 academic disciplines and 10 professional schools. As a result of expanding institutional commitment, the Consortium has enjoyed increased collaboration, including joint faculty and graduate (grad) student research groups and shared conferences and events. Our well-established outreach programs, including K-12 teacher training and curriculum development, as well as with minority serving institutions (MSIs) and community colleges (CCs), annually reach a public of thousands.

**1.A. University Financial and Other Support.** The combined financial commitment of both universities is estimated to have been in excess of \$43,676,000 (Table 1.1). The commitment by both schools is comparable and substantial, and in both cases the United States Department of Education (US/ED) funds have been significantly leveraged to increase that commitment.

Table 1. 1 Institutional Commitment to Latin American & Caribbean Studies, 2012–13			
	Columbia	NYU	Combined
Faculty/Administrative Support			
Area studies salaries (NYU includes NYUBA)	\$9,737,492	\$16,111,153	\$25,848,645.00
Administrative support for area studies faculty	\$473,242	\$644,446	\$1,117,688.00
Language salaries	\$4,103,130	\$1,414,552	\$5,517,682.00
Administrative support for language faculty	\$197,299	\$56,582	\$253,881.00
Library Staff	\$398,861	\$334,983.00	\$733,844.00
Center Staff	\$330,000	184,706.39	\$514,706.39
Visiting Professorships	\$274,000	\$419,033	\$693,033
Student Support			
PhD Grad Fellowships	\$3,025,110	\$3,780,000	\$6,805,110.00
Master's Grad Fellowships	\$145,000	\$502,323	\$647,323.00
UG research/travel grants (awarded for LACS)	\$12,000	\$4,000	\$16,000.00
Grad student travel, publications, associations	\$57,550	\$23,000	\$80,550.00
Operations			
CU (ILAS, CBS, CMS, Cuba)   NYU (CLACS)	\$335,000	53,176.00	\$388,176.00
Library Acquisitions	\$356,942	\$278,627	\$635,569.00
Faculty research support	\$135,880	\$225,000	\$360,880.00
Outreach activities	\$45,000	\$18,000	\$63,000.00
Total Support for Latin American and Caribbean (LAC) Programs	\$19,626,506	\$24,049,581	\$43,676,087.39

**1.A.i. Support for ILAS and CLACS.** At CU, the creation of the new CMS and the opening of two Global Centers (GCs) in Santiago, Chile, and in Rio de Janeiro, Brazil, attest to the substantially increased institutional commitment to LAS. Tuition from the MA program currently generate over \$500,000 (500K) of which 50% is given back to ILAS to support



fellowships, research expenses, and the salary of two full-time employees. The University provides an additional \$150K toward personnel and operational support. Both the CBS and the CMS are regional centers within ILAS, which manages a \$5M endowment for the CBS from the Lemann Foundation in Brazil, as well as donor and university support of \$200K for the CMS. The annual ILAS budget, excluding Title VI funds, is about \$1M and also includes income from the Tinker Foundation visiting professorship, the Cuba program, and contributions from business leaders.

At NYU, the overall budget for direct university support of LACS is \$24,000,000. NYU's deepening commitment to strong faculty presence at the Center is well demonstrated by the 2011 addition of partial lines of six tenured faculty who moved from the Department of Spanish and Portuguese (DSP), History, and Anthropology, the joint hire of a tenure-track assistant professor of Brazil Studies in 2012 with the DSP, and the hire of a full-time permanent Clinical Associate Professor. The commitment of tenured faculty to CLACS has allowed for the better integration of the resources of the Center into the academic training of grad and undergraduate (UG) students, for greater core faculty participation in center governance, advising, and curricular development. In addition, the University provides substantial support toward staff, student, and faculty travel, student research and tuition fellowships, honoraria, working groups, publications, and other outreach activities. The University pays salary and benefits for three full-time administrative staff members (one of which was seeded with Title VI monies, and is now paid 100% by NYU) and four grad student assistants.

**1.A.ii. Support for Teaching Staff.** The combined faculty at both universities is large and diverse (see Appendix II), representing a comprehensive balance across regions and disciplines. Recent hires at CU include six full-time faculty at the Department of Spanish and Portuguese,

now called the Department of Latin American and Iberian Cultures (DLAIC), hires at Teachers College (TC) (2), social work (1), and international affairs (1). Recent hires at NYU have been in such fields as finance (2), law (1), food studies and public health (2), nursing (2), linguistics (1), sociology (1), social work (4), cultural studies (1), LAS (2), and literature and culture (6). NYU's program in Buenos Aires (NYUBA) has seen a growth and diversification of faculty that draws from a wider range of professional fields including law, nursing, and social work.

The CU Tinker Visiting Professor Chair at ILAS, held by an endowment to the Institute since 1971, brings to campus one pre-eminent Latin American (LA) scholar each semester to conduct research and teach in their area of expertise, thereby strengthening curricular offerings and complementing departmental strengths. Since 2009, CU has welcomed four Ruth Cardoso Visiting Professors, an initiative aimed at distinguished Brazilian scholars of Brazilian history, anthropology, political science, or sociology, who teach courses and engage in research for one or two semesters while benefiting from collaborative opportunities and resources at CU. NYU hosts the endowed Andrés Bello Distinguished Chair in Latin American Culture that, since 2002, has brought 15 renowned scholars from LAC to research and teach at NYU; it supports two renewable five-year Distinguished Global Visiting Professorships related to Latin American and Caribbean Studies (LACS), currently held by the Mexican politician-academic Jorge Castañeda, and the prominent Chilean novelist Diamela Eltit.

Both universities continue substantial teaching support for less commonly taught languages (LCTLs) and priority language (PL) programs. The language departments of each university have strengthened offerings in Portuguese and Spanish. Portuguese is offered through the advanced level at both schools (with an increasing number of advanced courses at NYU), with salaries entirely covered by the universities. Quechua is a signature strength of the

Consortium: NYU supports 100% of the salary of a full-time language lecturer in Quechua, recently promoted to Senior Language Lecturer, and the Consortium allows students from both universities to study through the intermediate level, with advanced direct-study options. Both CU and NYU collaborated in the last cycle on cross-university participation in Yale's Nahuatl program. Based on evaluation with students and CU faculty, ILAS plans to offer credit-bearing Nahuatl courses at CU for the Consortium, in partnership with CU's DLAIC and the new CMS.

**1.A.iii. Support for Libraries.** Combined institutional support for LACS library resources totals \$635,569 for materials and \$733,844 for salary and benefits (see Criterion 5).

**1.A.iv. Support for Linkages Abroad.** Both NYU and CU have significantly increased their presence in the region. CU's new GCs serve as regional hubs for a range of study and research activities, while NYUBA has served as regional hub for a range of new programs and institutional linkages. Effectively leveraging Title VI resources in this context has led to increased UG, grad, and professional student participation in international LACS programs, and has strengthened support for research, curriculum development, visiting scholars, and global outreach. This measurable impact is tabulated in Table 2.3 on international programs and appendices on course enrollments.

CU continues to support cooperative faculty and doctoral student research agreements with various LAC institutions, most notably the *Consejo Nacional para la Ciencia y la Tecnología* (CONACyT), Mexico's federal funding agency for research, technology, and education; *Centro de Investigación y Docencia Económicas* (CIDE), the Colegio de México (through a consortium with the Freie Universität of Berlin), the University of Havana, and the *Fundação Getulio Vargas* (FGV), the University of São Paulo (USP), and Fulbright in Brazil. NYU holds comparable agreements, including with the *Museu Nacional* (Rio de Janeiro) and the

*Instituto Juan Marinello* (Havana), among others. Particularly noteworthy is the network of regional partners developed by NYU's Hemispheric Institute of Performance and Politics (HEMI), of which CU is a strong institutional member. With NYU, Ford, Mellon, Rockefeller, and Luce Foundation support, HEMI has developed an Americas-wide network of 41 member universities in the US and LA, which partner in the oversight of the organization. Biennial international performance festivals (“*encuentros*”), each attracting between 500-700 students, faculty, and artists, are organized in partnership with major universities and cultural centers, including the USP, and the *Centro Recoleta* in BA. NYU and CU collaborate on HEMI conferences and symposia, often with support from the Consortium, such as the 2013 HEMI-CU symposium on “Women Mobilizing Memory,” held at CU’s GC in Santiago, Chile.

**1.A.v. Support for Outreach Activities.** Both NYU and CU provide administrative support for outreach initiatives at the centers, as well as substantial funds for public programming. The position of Outreach Administrator at NYU was seeded with NRC funds in 2010 and is now fully paid by NYU. During the academic year (AY) 2012–13, ILAS and CLACS sponsored, either individually and in conjunction with other schools, departments and centers, 81 and 103 events respectively, reaching a combined audience of over 8,000. In the last several years, the World Leaders Forum at CU and the Latin American Leaders series, funded by the NYU Faculty of Arts and Sciences, have hosted seven sitting or former LAC presidents, as well as major intellectuals, artists, and business leaders. The universities support K-12 outreach through Teachers College at CU and the Metropolitan Center for Research on Equity and the Transformation of Schools at NYU's Steinhardt School of Education, Culture, and Human Development (Steinhardt). At the postsecondary level, NYU’s Faculty Resource Network (FRN) is a growing and award-winning national consortium that provides professional development

opportunities for faculty from member institutions, most of which are minority-serving (33 MSIs, with 14 Historically Black Colleges and Universities, and 13 Hispanic Serving Institutions). The FRN brings 250 faculty members to NYU every summer for 12 intensive seminars, including NRC-funded seminars on LAC topics.

**1.A.vi. Financial Support for Students in Latin American and Caribbean Studies.** CU and NYU provide financial support for UG majors, minors, and certificate students in LAS, as well as non-majors with interests in the region. ILAS provides up to \$12,000 in annual travel awards to CU UGs to conduct internships and research in Latin America (LA), in addition to funds available elsewhere in the University. At NYU, the College of Arts and Sciences (CAS) Dean's UG Research Fund has provided \$20,400 to 17 students conducting research in LA since 2010. Departmental prizes at both institutions encourage and recognize excellence in LACS. Numerous student groups dedicated to LAC issues receive university support for cultural, academic, and service projects related to LACS.

At both CU and NYU, the respective Graduate Schools of Arts and Science (GSAS) fully support all their PhD students, providing five years of tuition, fees, health insurance, and stipend. At CU, the total annual support of LACS students is approximately \$3,000,000. During 2012-2013, ILAS distributed over \$50,000 (exclusive of FLAS awards) to grad and professional school students for pre-dissertation research and to organize public events, in addition to grants and fellowships from other schools such as the School of International and Public Affairs (SIPA). NYU support for grad students working on LAC topics approaches \$4,000,000. Within CLACS, eight MA students receive GSAS or departmental fellowships that fully cover tuition, fees, health insurance, and stipend. Students working in LACS successfully compete for numerous GSAS and departmental fellowships. Both Universities provide \$15,000 in matching

funds for Tinker Field Research Grants that fund approximately 30 MA and PhD LACS research projects per summer.

**1.B. (FLAS) Financial Support for Students.** In addition to the substantial financial support provided to LAS students for study and research (described in 1.A.vi.), both CU and NYU supplement FLAS fellowships for 5 AY grantees each year. NYU GSAS supplements to full tuition (\$23,088 per student above FLAS contribution, to reach \$34,488 tuition in AY12–13), covers fees (\$2,332 per student), and supplements the FLAS stipend by \$9,330 per student to reach the doctoral level GSAS stipend of \$24,330. CU's institutional contribution to FLAS awardees was \$27,000—\$9,000 each for the tuition of three MA in Regional Studies-Latin America and the Caribbean (MARSLAC) FLAS awardees. ILAS is committed to further supplementing FLAS awards to cover tuition for MARSLAC FLAS recipients.

## **Criterion 2. Quality of Curriculum Design**

**2.A.i. and ii. Undergraduate Instruction.** As indicated in Table 2.1, both institutions offer UG majors and minors in LACS grounded in interdisciplinary training across region and discipline. Both majors require advanced language proficiency, which our students can meet by the study of the PLs Quechua and Portuguese, and provide opportunities for research and study abroad, as well as participation in the Honors Program where students may conduct original research for a thesis. Other humanities and social science majors, such as Comparative Literature, History, Anthropology, and Environmental Studies, allow for substantial LAC focus and count on faculty advisors with LACS expertise. Finally, both universities promote integration between the UG LAS major and the MA programs: both CU's new accelerated BA/MARLSAC program and NYU's existing BA/MA program allow students to complete both degrees in 5 years. A new track of courses at NYUBAs will specially advance BA/MA students.



Table 2.1 – Undergraduate Majors and Minors • Degrees Conferred 2012–13			
NYU	Majors	Minors	Requirements
<b>Latin American Studies (NYU DSP)</b>	11	1	<i>Major:</i> 9 LAS courses, including 1 foundation course (Cultures and Contexts: Latin America)   3 courses in social science   3 courses in literature and culture   2 elective courses (honors students add 1 thesis course)   <i>language requisites:</i> advanced Spanish; and elementary PORT or Quechua or other LCTLs <i>Minor:</i> 5 LACS-related courses   advanced SPAN or PORT or intermediate Quechua or other LCTL
<b>Spanish and Latin American Literature and Culture (NYU DSP)</b>	91	87	<i>Major:</i> 9 courses beyond the intermediate level, including Iberian Atlantic   Advanced Grammar   Critical Approaches   Cultural History of Latin America or Spain (4 courses)   5 advanced electives <i>Minor:</i> 5 courses beyond intermediate SPAN, taught in SPAN
<b>Luso-Brazilian (NYU DSP)</b>	1	7	9 courses beyond intermediate level PORT
<b>Spanish &amp; Linguistics</b>	8	n/a	<i>Cross-departmental 10-course major:</i> 5 SPAN: Advanced Grammar and Composition   Advanced Conversation   Critical Approaches   2 Language Electives; Linguistics: Language   Introduction to Linguistics or Language and Mind   Sound and Language, Grammatical Analysis   2 Electives.
CU	Majors	Minors	Requirements
<b>Hispanic Studies (CU DLAIC)</b>	31	34	<i>Major:</i> 33 credits: 4 courses in advanced content-based language, Hispanic literature and culture   6 advanced level courses   Senior seminar   Advanced SPAN, PORT, or Catalan
<b>Latin American Studies (CU ILAS)</b>	9	33	<i>Major:</i> 24 credits: 8 courses from courses listed by ILAS in anthropology, art history, economics, education, history, literature, political science, law, and urban planning. Students must select courses from four different departments or schools. 1 of these courses must be in advanced language or literature.   Reading knowledge of both SPAN and PORT, plus demonstrated ability to write and speak one of these languages.
<b>Spanish and Latin American Cultures (BC DSLAC)</b>	8	23	<i>Major:</i> 31 credits: 5 of 6 courses in LAC History, advanced content based SPAN/PORT, advanced Political Science seminar   4 courses in discipline or theme of choice   1 advanced SPAN, PORT, or LCTL.

**2.A.iii and iv. Training for Graduate Students.** Our two institutions provide comprehensive grad training on LAC at the MA and PhD levels in disciplinary, interdisciplinary, and professional fields. The traditional locus of LACS has been the GSAS of both universities, especially in the fields of anthropology, history, political science, and DSP/DLAIC. Many other humanities and social science departments have Ph.D and MA students studying the region, as do a variety of professional schools (Table 2.2). Almost 9,000 students (4,852 at CU, 3,917 at

NYU) enrolled in grad and professional courses with LAC content in 2012–13.

Both ILAS and CLACS offer rigorously interdisciplinary MA degrees: ILAS runs a one-year MARSLAC, and CLACS runs 1.5 or 2 year MAs, with joint degrees in Global Journalism, Museum Studies, Law, and Library Science. Our Consortium allows MA students from each University to cross-register for courses at the other, thus students benefit from our complementary regional and disciplinary strengths, even as both programs model interdisciplinary approaches to the transnational and global processes that have shaped the region. Since 2007, the centers have collaborated on an interdisciplinary course co-taught by faculty at CU (John Coatsworth, CU University Provost) and NYU (Jorge Castañeda, CLACS and Politics). Grad students at both institutions are also regular participants in joint ILAS-CLACS faculty-student working groups, and collaborate in planning conferences and events. Both universities participate in the Inter-University Doctoral Consortium (IUDC) that allows PhD students, including students of Education, at CU and NYU to cross-register for courses at all member institutions, which include the City University of New York (CUNY), The New School, and the State University of New York at Stony Brook (SUNY-SB).

<b>Table 2.2 Graduate LACS Programs</b>			
<b>NYU: Graduate Degree Programs in LACS or with substantial LAC focus (Degrees Conferred 2012–13)</b>			
<i>Degree</i>	<i>Program/Area of study</i>	<i>Language Req.</i>	<i>Students</i>
MA	CLACS: Latin American and Caribbean Studies	SPAN, PORT or Quechua	15
MA	CLACS/Journalism: Joint MA with Latin American Studies	SPAN, PORT or Quechua	3
MA	CLACS/Museum Studies: Joint MA with Latin American Studies	SPAN, PORT or Quechua	1
MFA	DSP: Creative Writing in Spanish	in SPAN	16
PhD	DSP: Spanish and Portuguese Language and Literature	in SPAN; intermed. PORT required	5
MA	DSP: Spanish and Latin American Linguistic, Literary, and Cultural Studies (Madrid, 25% LAC)	in SPAN	15

MA	DSP/Education: Teaching Spanish as a Foreign Language and TESOL (Madrid and NYC — began 2012: # is students enrolled).	50% in SPAN	11
PhD	History: Doctoral Field: Latin American and Caribbean History	SPAN, or PORT	5
PhD, MA	Education: Bilingual Education	SPAN	2, 1
MA	Education: Teaching a Foreign Language 7-12 (specialization in SPAN)	SPAN	1
Certificate	Education: Advanced Certificate International Education (LAS, or African/African-Caribbean)		
PhD	PhD Programs: History, Anthropology, Linguistics, Music, Philosophy, Economics, Politics, Comparative Literature, Film/Arts	most require 2 languages; SPAN or PORT	83
JD, MPA, MBA, MSW	Professional Schools: Law, Public Policy, Social Work, and Business	most require 1 language; SPAN	43
MS	SCPS: Global Affairs		115
MS	SCPS: Translation > Spanish to English	SPAN	23
<b>CU: MA and PhD Programs Permitting Focus on LACS (2012 – 13)</b>			
<i>Degree</i>	<i>Program/Area of study</i>		<i>Students</i>
MA	ILAS MA: Latin American and Caribbean Studies	SPAN, PORT, or Quechua	20
MIA/MPA	SIPA MIA and MPA Programs with concentration in Latin America	SPAN, PORT	125
MBA/MPA	SIPA Joint Degree Programs with FGV (Brazil) and CIDE (Mexico)	SPAN, PORT	14
MA	DLAIC MA in Hispanic Cultural Studies and Pedagogy	SPAN, PORT	2
PhD	DLAIC PhD in Latin American and Iberian Cultures	SPAN, PORT	38
MA/MSc	Dual Masters in International World History: CU and London School of Economics	SPAN, PORT	5
PhD	Programs: Art History, Archaeology, Anthropology, Architecture and Urban Planning, Economics, Ecology and Environmental Biology, Earth and Environmental Sciences, English and Comparative Literature, History, Political Science, Sociology, Spanish and Portuguese	SPAN, PORT	95
MA/MBA/MPA	Other Professional School Programs: Business, Social Work, Public Health	SPAN, PORT	65
	TC Concentration in Latin American Education for students in M.A. Programs in International Development Education, Comparative International Education, Bilingual Education	SPAN, PORT	29
PhD	TC Concentration in Latin American Education for students in Doctoral Programs in International Development Education, Comparative International Education, Bilingual Education	SPAN, PORT	13
Certificate	TC Concentration in Latin American Education for students in M.A. Programs in International Development Education, Comparative International Education, Bilingual Education	SPAN, PORT	9
MA	Journalism MA	SPAN, PORT	12

MSc	Journalism MSc	SPAN, PORT	1
MA/MIA	Dual Masters in Journalism and International and Public Affairs	SPAN, PORT	3
PhD	Journalism: Communications	SPAN, PORT	6

**2.A.v. (FLAS) Student Training.** CU and NYU provide high quality training for students in a variety of disciplines and professional fields. Please see Criteria 2Aiii-iv.

**2.B.i. Academic and Career Advising.** Our two schools provide academic and career advising at their individual centers, academic departments, professional schools, and university career services. Both have Offices of Career Services, the Wasserman Center at NYU and the Center for Career Education at CU, which provide comprehensive support, job listings, and placement data. ILAS and CLACS also share information on LAC-related professional development and career opportunities through our websites, blog, and social media networks. CLACS also runs a robust internship program directed by a faculty member and regularly holds professional development workshops, including an alumni series entitled “Perspectives from the Field” and a series with the North American Congress on Latin America (NACLA) on “Writing for the Field.” ILAS and CLACS students have held internships at the United Nations, Consulate General of Mexico, NPR, Americas Society/Council on the Americas, the Clinton Global Initiative, and the Carter Center—many of the very places these alumni work today.

The ILAS Director, Director of Graduate Studies (DGS), Executive Director, and Student Affairs Coordinator at ILAS provide course, financial aid, internship, and career advice to MARSLAC, SIPA, and other students throughout CU at both the UG and grad level. The ILAS DGS is the primary program and thesis advisor to MARSLAC students at CU and is supported by affiliated CU faculty who also provide significant thesis and course advice relevant to the student’s area of interest. MARSLAC students receive strong support from faculty advisors in

developing their thesis projects, defining and pursuing their career paths, and professional networking. The MARLAC program thesis projects are developed through a required 2-semester thesis development workshop, which provides students with an intensive mentoring experience and unparalleled hands on support from faculty. Furthermore, the diversity of faculty backgrounds and expertise provides valuable and appropriate mentorship for those interested in academic paths and applied work. SIPA's Office of Career Services also advises students on job placement and internships.

At CLACS, the Director, Assistant Director, and core faculty advise MA students on courses, research, and careers. The nine core faculty members of CLACS closely advise students on their MA research projects, which have a minimum of two core advisors each. Faculty offer workshops focused on research methodology and design both as part of the curriculum and in extracurricular skill-development sessions; a designated research and writing seminar guides students' analysis of research findings and the writing of their theses. All students present their research in a conference prior to graduation, for which faculty serve as respondents. UG students receive comprehensive advising from the Director and Associate Director of Undergraduate Studies in the DSP, and from the key faculty with joint appointments in the DSP and CLACS.

**2.B.ii. and 2.B.iii. Formal Research and Study Abroad Programs.** As illustrated in Table 2.3 and Criterion 1.A.iv, NYU and CU students have countless opportunities for international learning, including formal study abroad, direct-exchange programs, and curriculum-driven courses and short-term sessions offered through specific schools or departments. At CU, LAC study abroad maintains steady enrollment figures. CU and Barnard College (BC) programs in LA benefited 64 UGs in 2012–13 with AY concentrations in Argentina, Brazil, Chile, and Mexico, among others. Formal study abroad programs at the MA level at SIPA include the joint program

with CIDE in Mexico City and the joint program with the FGV in São Paulo. With the formation of the GCs, a new Global Scholars Program (GSP) was piloted with two NRCs, ILAS and the East Asian Institute, with aid from the Office of Global Programs and the Office of the President. The 2013 GSP offered 11 CU UG students the opportunity to conduct comparative social science research in Beijing, China, and Santiago, Chile, under the guidance of two CU faculty and two teaching assistants (TAs). Entitled “Pathways to Development,” the program allowed to student to explore how politics, economics, labor, and other transnational factors influence development in real-world settings through visits with government, business sector, and labor organizations. The course began with a capstone prior to the trip, and culminated in student presentations of their research findings at the end. ILAS plans to participate in a GSP involving the GCs in Brazil and Chile in summer 2016 and with another regional NRC to visit one GC in LA and another to be determined during 2015.

<b>Table 2.3. Study Abroad Programs (selection) with enrollments for 2012–13</b>				
<b>Country</b>	<b>Program Type</b>	<b>Host Institution</b>	<b>CU</b>	<b>NYU</b>
Argentina	Formal study abroad	NYU Buenos Aires (UG); NYU Law in Buenos Aires; CU Argentine Universities Program (Butler)	8	193
	Short term, Professional Schools	NYU: Nursing: Nursing Issues and Trends with the Health Delivery System, Social Work: Global Mental Public Health	-	75
Brazil	Exchange	NYU Law @ Escola de Direito de São Paulo; CU–USP Business	15	6
	Summer Intensive	CU CERC (Ecosystems) with IPE, São Paulo; NYU Steinhardt with CTO Rio de Janeiro		16
Chile	Exchange	NYU CAS Pontificia U Católica de Chile; CU with CIEE	11	5
Cuba	Formal study abroad	NYU Tisch with U de la Habana, Cuban National Institute of Film and Television, and Ludwig Foundation of Cuba	-	30
Dominican Republic	Summer	CU CERC with Punta Cana Ecological Foundation; NYU Education: Culture and Language Learning in Real Time	14	19
Mexico	Joint Degree	CIDE Mexico City (CU SIPA)	9	
	Summer Program	Steinhardt Public Health; NYU HEMI- Chiapas	-	37
Spain	Formal Study Abroad, MA	NYU Madrid (25% LAS); Spanish and Latin American Linguistic, Literary, and Cultural Studies	-	332

Since 2007, NYU has been the top institution in numbers of students studying abroad, and over 40% of NYU's UGs study abroad. NYU's global sites support short- and long-term faculty and grad student research visits; many run multiple semester-long dissertation workshops for doctoral students to facilitate completion. Both NYUBA and NYU Madrid (where 25% of the content involves LAC topics, given its Atlantic World orientation) offer a broad interdisciplinary curriculum, including immersion and advanced language courses. Also notable among many study abroad options are the longstanding Tisch programs in dance and photography with the University of Havana; Stern's "Doing Business In..." courses, that in Spring 2013 brought MBA students to Rio de Janeiro to study emerging market economies; and the Silver School of Social Work's field course for Master of Social Work (MSW) students in the Dominican Republic on Health and Social Welfare.

Funding is available to UG and grad students to conduct research in the region, at CU through the Office of Global Programs and at NYU through Deans' summer and academic-year travel fellowships at both UG and grad levels. ILAS and CLACS offer student summer travel research and internship grants with assistance from the Tinker Foundation, private donors, and institutional funds. During 2012-2013, ILAS awarded 37 grants and internships to grad students and 5 grants to UG students for summer travel to the region, while CLACS funded 18 MA and PhD students.

Both universities facilitate access to the study abroad and language programs of other institutions. In 2012-13, CU students engaged in formal study abroad through external programs in Ecuador (IES and School of International Training), Mexico (School of International Training and Universidad Nacional Autónoma de México), and Brazil (Council on International Educational Exchange). While NYU more often hosts students from other universities in its

programs, NYU students have a range of pre-approved study abroad programs in which they can register, including Harvard's summer program in Culture and Language Immersion in Rio de Janeiro. CLACS students take advantage of LCTL summer courses and FLAS programs at other NRCs across the country.

### **Criterion 3. Quality of the Non-Language Instructional Program**

#### **3.A.i. and ii. and 3Bi. Disciplinary Coverage and Depth of Specialized Courses.** As

illustrated in Tables 2.1 and 2.2 and Appendix III on course offerings, grad and UC training in LACS draws on a broad range of introductory and specialist courses from multiple disciplines and across schools. The offerings and disciplinary distribution of LACS-related courses reflect new directions and innovations in the field. Courses that offer between 25% and 50% LACS content (123 and 104 at NYU) frequently study LAC from new transnational and regionally comparative perspectives—as is the case for "Energy Industry in the BRICs" taught at CU's SIPA, or "Rural Nursing" and the Law School's "Transnational Justice" at NYU. Others have integrated case studies or perspectives from LAC to foundational courses in specific disciplines—e.g.: the Anthropology core course "Human Society and Culture" (NYU), and others engage substantial LAC scholarship, literature, or art within broader lines of inquiry, as in "Anarchism: A Global History" (CU) and "What's Global About Gender?" (NYU). The courses that offer above 50% focus on LAC illustrate the Consortium's remarkable concentration of area expertise. Because each of our professional schools have faculty with research specialization on LA, students in most fields benefit from region- and country-specific courses. For example, students can participate in SIPA's "Latin America Poverty Laboratory," or study "Transnational Credit and Insolvency in Latin America" through NYU Law. Given the strength of the CMS and CBS at CU along with its traditional strengths in Southern Cone, and given the concentration of



expertise in the Caribbean, Brazil, and Andean Initiatives at NYU, the Consortium offers remarkable depth of study in these regions. Table 3.1 enumerates this range of course offerings in Arts and Sciences and in the professional schools, and indicates the substantial impact through the 1,000s of grad and UG students enrolled.

Table 3.1 Non-language LACS courses and faculty by discipline								
Discipline	Courses > 50% LAS		Courses < 50% LAS		Faculty > 50% LAS		Faculty < 50% LAS	
	CU	NYU	CU	NYU	CU	NYU	CU	NYU
Anthropology	7	10	8	7	3	2	1	1
Architecture, Urban Planning	3	0	2	0	2	0	2	0
Art, Music, Film, Theater	7	34	6	8	4	5	1	5
Biology, Environment	2	1	8	1	5	0	1	0
Business*	0	4	4	1	3	0	5	7
Literature	15	21	3	2	13	21	0	1
Economics	2	4	18	3	4	2	2	1
Education	2	4	7	5	7	4	2	4
Global Public Health*	2	3	0	7	5	6	5	6
History	8	15	6	5	8	4	0	2
Interdisciplinary studies	2	3	2	9	0	7	0	1
International and area studies	52	42	16	7	10	18	4	0
Journalism*	2	1	1	5	2	1	0	0
Law*	1	8	4	10	5	0	2	2
Linguistics	0	6	0	1	0	4	0	0
Political Science	7	4	13	19	8	3	0	3
Psychology	0	0	2	3	4	0	0	0
Public Policy*	1	3	15	6	0	1	0	1
Social Work*	1	4	3	3	2	2	1	5
Sociology	2		5	2	0	4	1	0
Total	116	167	123	104	85	84	27	39

\* courses offered in professional schools

**3.C. Interdisciplinary Courses.** At both schools, interdisciplinary training is a hallmark of grad and UG education. This commitment is evident in courses, joint faculty appointments, and interdisciplinary and joint degrees. The UG major and the MA programs at both schools seek to

combine deep and rigorous training with a multidisciplinary perspective on modern LAC.

At CU, ILAS is one of the seven regional institutes where the curriculum is inherently interdisciplinary. MARSLAC students develop a highly interdisciplinary understanding of the region through scholarship on key issues of contemporary LA through the required courses and the two disciplinary concentrations of the degree. ILAS contributes further by recruiting Latin Americanist instructors and guest speakers from many fields and disciplines, as is the case with the year-long Brazil Seminar and the UG and grad courses taught by the Tinker and Cardoso Visiting Professors, and postdoctoral fellows in residence. CU also has particular strength in programs that coordinate training across departments. SIPA MA and MPA students are required to choose a regional concentration involving interdisciplinary coursework. The core courses of the MA program give students a critical understanding of the major approaches to LACS. Students are then required to take courses in two disciplines to satisfy degree requirements. Grad courses in Arts and Sciences are often interdisciplinary even when taught within a department, as they enroll students from a variety of studies, as in the case of History Seminars that enroll high numbers of students from Anthropology and DLAIC. The UG major in LAS incorporates a new course called "Primary Texts of Latin American Civilization" where students read key texts from a variety of disciplines about LA in their historical and intellectual context. The UG Global Core curriculum requirement at CU is also interdisciplinary and organized around texts, performances, or oral sources produced in the regions of the world in question.

At NYU, the required College Core Curriculum for all UGs includes a "Cultures and Contexts" unit that includes 3 LAC options (on Latin America, the Caribbean, and Brazil). These courses are interdisciplinary by design, and meant to introduce students to research methods from both social science and humanities. The MA in LACS is grounded in a two-semester core

sequence that, again, offers training in different methods of analysis and research, and offers strategies on combining and/or comparing such methods. An interdisciplinary seminar and colloquium is co-taught each term by two faculty from different disciplines; it is tied to a Monday night lecture series that allows students to learn directly from prominent scholars from a range of fields.

**3.D.i. Availability of Non-language Faculty.** Both schools have sizable LAC faculties that are drawn from across disciplines, fields, and schools and allow both institutions and the Consortium to carry out its core academic mission. (See Table 3.1 and Appendix II.)

**3.D.ii. Pedagogy Training for Instructional Assistants.** As part of their five-year funding package, and in preparation for future teaching careers, CU grad students serve as TAs after their second year of study for courses in the required UG Writing Program of the UG College, and as TAs in the UG Core Curriculum after completion of the Master of Philosophy. At NYU, the five-year doctoral funding package does not require teaching. However, most doctoral students teach as assistants in the College Core Curriculum or in UG departmental courses at additional pay. At both schools, all grad student teachers receive pedagogy instruction from their departments and the GSAS, including intensive 3-5 day orientations prior serving as TAs. Their teaching is mentored and supervised by faculty. TAs also have access to support services, including classroom videotaping and in-class evaluations by the Center for Teaching Excellence.

#### **Criterion 4. Quality of the Language Instructional Program**

##### **4.A.i & ii & 4Bi. Instruction in Spanish, Portuguese, and Quechua; Levels and Enrollment.**

NYU-CLAS offers three LACS-related languages: Spanish, Portuguese, and Quechua, reaching a combined total over 7,000 students in 2012–13. All levels of language (Beginner through Advanced) are offered in Spanish and Portuguese on both campuses. Spanish for Spanish

Speakers (Heritage speakers) is also offered on both campuses. Beginner through Intermediate Quechua is offered at NYU, and is open to CU UG students through a standing agreement between the Colleges of both schools, available to MA students through our Consortium, and to doctoral students through the IDUC. Tables 4.1 and 4.2 capture the total number of courses offered and enrollments for both CU and NYU in 2012–13.

<b>Table 4.1: Languages Taught at CU and NYU 2012–2013</b>			
Language	Levels	Sections Offered	Students
Spanish	Beg, Int, Adv, Medical Sp., Sp for Sp Speakers	287	5198
Portuguese	Beg, Int, Adv , Port for Sp Speakers	26	316
Quechua	Beg, Int, Adv–dir, study	5	24
Area Studies	Literature, Linguistics, Culture (in Sp, PORT	52	776
Total		382	6,314

UG students at both schools have many options to develop their language ability beyond advanced language instruction in a range of "content" courses taught entirely in the language and focused on LA or Iberian culture, literature, art, and film, or on

linguistics, as itemized in Appendix III. NYU's DSP offers dedicated writing support for students in these Spanish courses, to hone skills in expository writing, and students may also pursue courses in Creative Writing in Spanish (CWS), leading to CWS minor. Exemplary "content" courses include, at CU "Labor Culture in 20th C. Latin America" or "Conversations about the Lusophone World," and at NYU "Human Rights and Wrongs" or "New Documentary Cinema from Brazil."

<b>Table 4.2 Enrollment in Courses Taught in Spanish, Portuguese, Quechua 2012-2013</b>						
Language	Spanish		Portuguese		Quechua	Total Students by level
	CU	NYU	CU	NYU	NYU	
Beginning	306	762	42	55	15	1180
Intermediate	445	968	67	19	8	1507
Advanced	375	261	21	3	1	661
Non-Language (Area studies) in SP, PORT	205	571	8	53	0	765
Total Students by Language	1,331	2,562	138	130	24	4113

**4.B.ii. Language Across the Curriculum.** In addition to the courses described above, both schools offer courses geared toward the professions, training students in the language necessary to pursue careers in law, business, social work, public health, and medicine. At ILAS, the Tinker and Cardoso Visiting Professors generally teach partly or entirely in Spanish or Portuguese. NYUBA offers several strong social science courses taught in Spanish, including an Introduction to Latin American Studies that emphasizes economics and sociology.

**4.C.i. Language Faculties.** The combined faculties of NYC-CLAS include 31 full-time language instructors for Spanish (13 at CU's DLAIC, 5 at DSLAC, and 18 at NYU), five for Portuguese (3 at CU and 2 at NYU), along with the one senior language lecturer in Quechua at NYU. Lecturers are hired on the merits of their training in and experience with second language acquisition or foreign language teaching and for their ability to incorporate content-based learning and technological expertise into their courses and classroom teaching. In addition, some language courses are taught by advanced doctoral students with native or near-native language capability; they are given intensive training in foreign language teaching methodology, as described below. The language programs of both universities are managed by full time Directors, who oversee curriculum design, hiring and teaching assignments, and who direct the professional training and development of language instructors. "Content" courses taught in Spanish and Portuguese language are taught primarily by the full-time tenured or tenure-track faculties of CU's DLAIC (10) and DSLAC (5), and NYU's DSP (19).

**4.C.ii. Language Pedagogy.** Language teaching at both schools follows a task-based communicative approach in which all instructors receive formal training. At CU, pedagogy seminars are offered for instructors, three on the task-based approach and three on language-through-content. All Teaching Fellows take a pedagogy practicum that introduces them to

proficiency-based teaching and testing methods. Instructional Assistants similarly take a year-long seminar on foreign language teaching methodology. Beginning in 2013, CU has offered each semester a substantial one-day language pedagogy workshop with experts in the field. With partial support of NRC funds, CU has also organized a series of workshops for teachers of Spanish language with prominent experts, entitled “Methodological Developments in Teaching Spanish as a Second Language.” These workshops are attended by lecturers, faculty, and students from CU, BC, and NYU’s DSP, as well as K-12 Spanish language instructors from New York City (NYC) public and private schools. Students from the Rutgers MA in Applied Linguistics also attend regularly, as do language instructors from local organizations including the *Instituto Cervantes* and the Language School of the United Nations. Sessions are open to the public and cover such topics as the task approach, discourse analysis, cognitive grammar, assessment, and content and language integrated learning. A book with the most significant findings and research was published in 2012, and future publications are anticipated. The series will continue throughout the next four years.

At NYU, a new Director of Language Programs was hired, and under his leadership the curricula have been renovated to further strengthen the program's communicative student-centered pedagogy. In particular, the curriculum now incorporates more technological tools that empower students to be partners in their own learning. All language lecturers and grad student instructors enroll in a Foreign Language Teaching Methodology seminar, which provides instruction on the theoretical foundations of second language acquisition research upon which language teaching is based, as well as practical experience with teaching Spanish to English speakers from the beginning to the advanced level. The course includes the study of linguistic structures specifically geared to teach content-based language classes and develops a language-

teaching portfolio specific to different levels of language teaching, including modes of communication, curriculum development, and methods for assessment and evaluating listening, speaking, writing, and reading skills. For example, instructors work with or develop exercises that engage interpretive skills, followed by interpersonal communication, and culminate in the presentational mode with a higher degree of formality. Before classes start each year all new instructors take a four-day intensive teaching workshop combining observation, evaluation, microteachings, and presentations of teaching techniques at all levels of language teaching. In addition, each course has a Language Instruction Coordinator trained in American Council on the Teaching of Foreign Languages Oral Proficiency Interview (ACTFL) Oral Proficiency Interview testing to oversee performance-based instruction. The instructors at both institutions that teach Portuguese and Quechua have participated in intensive foreign-language training at the Language Resource Center, and in the case of Quechua, also external training in the Modified Oral Proficiency Interview (MOPI). Instructors in all three languages are evaluated yearly by the course coordinator and the Director of Language Programs, so as to encourage teaching excellence throughout the program.

**4.D.i. Performance-based Instruction.** Both schools practice a performance-based language teaching and follow guidelines for communicative teaching methodology and assessment developed by ACTFL. In 2007, CU revised its curriculum to fully implement a methodology rooted in the task-based approach (using language to accomplish communicative tasks) and in cognitive linguistics for language concept and description; these resulted in the use of new textbooks, revised syllabi, and new evaluation methods. In 2013 DLAIC collaborated with Pearson to develop a customized edition of the textbook and an accompanying website with activities and resources for instructors to assign extra activities and house materials that promote

independent learning for students. NYU uses a performance-based language pedagogy. The focus is on learning outcomes rather than procedures, with emphasis on oral and written production and proficiency, by using the available technology and moving students to learn stepwise through cultural awareness as a bridge towards advanced study of culture in "content" courses. In the last three years all NYU language classes have had their syllabi revised, accompanied with new textbooks, teaching materials, and evaluation methods. Students study and practice lessons on their own with the help of electronic materials designed for them prior to class; instructors engage students in activities where the language is practiced and any formal aspects are reviewed and reinforced through a brief explanation, which is followed by communicative practice at every segment of the class. At both schools, students are required to engage neighboring LAC communities to complete projects such as analyses of advertising in Spanish or Latino artwork, or to interview Spanish-speaking neighbors, which the student must analyze from linguistic and social perspectives. In addition, two courses at NYU and one at CU/BC address the specific language needs of heritage learners.

**4.D.ii. Resources for Language Training and Practice.** At both CU and NYU, language instructors have collaborated to create online collections of didactic materials targeting cultural, grammar, and vocabulary topics for shared use in the classroom. Interactive, asynchronous learning enabled by online curricular platforms ("Courseworks" at CU and "NYU Classes" at NYU), that house practice exercises, dictionaries, library resources, foreign periodicals, music, and a battery of web resources and tools. The Libraries also assist with audio streaming for language-learning purposes. At NYU, the DSP's onsite language Writing Center offers workshops and one-on-one assistance. Language learning and practice is supported in learning labs in student dormitories and through longstanding extracurricular conversation programs such



as Speaking Freely, which have also recently been evaluated to increase student involvement. A robust collection of LA films and music collections—including resources in LCTLs—at both university libraries allow students to enhance listening and speaking skills.

**4.D.iii. Language Proficiency Requirements** – The departments of language at CU and NYU both integrate the four elements of language teaching (reading, writing, listening, and speaking) into their programs. To demonstrate successful mastery of a language level, students must pass oral and written exams throughout the semester, as well as continued evaluation of a series of assignments. The university language requirement at both universities consists of four semesters of formal instruction in the language, after which students should reach an intermediate proficiency equivalent to the ACTFL Intermediate level (1983, revised 1985); this is equivalent to levels A1, A2, and B1 of the Common European Framework of Reference for Languages (2001). Students with previous knowledge of Spanish or Portuguese take a placement exam in order to be exempt from the requirement. Each one of the four semesters includes 65 hours of formal instruction, thereby complying with ACTFL recommendations on contact hours. At CU, UG majors in DLAIC must complete two semesters beyond the language requirement in Spanish: Advanced Language Through Content, and Introduction to the Study of Hispanic Cultures. At NYU, the major in Spanish and Latin American Language and Literatures, three semesters beyond the intermediate level are required: Advanced Grammar and Composition, Critical Approaches to Text and Cultural Analysis, and one writing-intensive core course on the Cultural History of either Latin America or Spain, also taught in Spanish. The major in LAS requires Advanced Grammar and Composition and requires the equivalent of one year training in one of two PLs, either Portuguese or Quechua. Students at CU also have the option to focus on Spanish linguistics as part of their major or concentration, with a choice of three advanced

courses: Pragmatics, Discourse Analysis, or Didactics. At NYU students can major in Spanish and Linguistics, or all majors can take departmental linguistics courses such as "Is Spanish One Language?" or "Structure and Variation in the Spanish Language."

#### **Criterion 5. Strength of the Libraries.**

**5.A.1. Relative Strengths.** The NYC-CLAS library systems offer complementary strengths and a long tradition of contributing to local, regional, national, and international efforts to promote access to LACS resources. CU's network of 22 campus libraries form one of the nation's top ten academic library systems and holds over an estimated 12 million volumes, 160,000 serial subscriptions, 6.3 million microforms, and extensive collections of other non-book formats. The LA collections exceed 430,000 titles, of which over 305,000 are in LA languages, and approximately 1,500 serials, along with microforms, videos, DVDs, sound recordings, and maps. CU's geographic strengths include Mexico, Brazil, the Southern Cone, and Spanish Caribbean. Subject specializations are architecture, fine arts, economic development, history, human rights, literature, political science, sociology, and anthropology. Butler Library has a LAS Reading Room with 2,500 core titles to support grad study and research. The CU Libraries and ILAS collaborate to provide stable and permanent access via the institutional repository Academic Commons to the Working Papers Series and to other research by CU faculty, students, and affiliates. In 2013 CU launched the Human Rights Web Archive, a part of CU's Mellon-funded "Web Resources Collection Program" (recipient of a new \$555,000 in 2013), which preserves at-risk digital content in the area of human rights. The Archive includes over 80 websites based in LAC and many others that focus on the region.

NYU Libraries hold more than six million book volumes, one million electronic books, 120,000 journal subscriptions, 5.4 million microforms, 145,000 sound and video recordings, a

wide range of electronic resources, music scores, play scripts, and one of the nation's largest collections of United Nations documents. Bobst Library includes 250,394 LAC titles, including 623 current journal subscriptions. NYU strengths lie in history, performing arts, music, media studies, and migration studies; regional strengths include Brazil, Mexico, Argentina, and the Caribbean. In 2007, the Research Institute for the Study of Man transferred its Library of Caribbean Research to NYU, including nearly 10,000 monographs, government documents, rare nineteenth-century newspapers, and original manuscripts related to Cuba, Haiti, Bolivia, and elsewhere. This collection complements holdings in Caribbean Pidgin and Creole languages. Noteworthy is the publically accessible, permanent collection, the Hemispheric Institute Digital Video Library (HIDVL), developed by HEMI in partnership with NYU Libraries and with Mellon Foundation support. HIDVL is the world's first digital video archive on performance in LACS with over 600 hours of digital video and extensive supporting materials in English, Spanish, and Portuguese. Although film and video produced by indigenous filmmakers are rarely held in academic research libraries, the library recently acquired a series of videos curated by the Bolivian indigenous media collective CEFREC/CAIB (Bolivian Indigenous Peoples' Audiovisual Council) and the complete collection of the videos produced by the Brazilian Video in the Villages Project.

The CU and NYU libraries offer a wide range of electronic resources, including major electronic research tools such as the Handbook of Latin American Studies, Hispanic American Periodicals Index, and Latin American Newsstand. Both offer high-end computing and applications for data and Geographic Information Systems analysis, such as LandScan Global Population Database. Both provide access to survey and public opinion data useful for research on global health, education, business, public administration, and environmental studies via tools

such as Latin American Public Opinion Project and *Latinobarómetro*. Both provide access to digitized primary source sets such as Confidential Print: Latin America; Sabin Americana: 1500–1926; Slavery, Abolition and Social Justice; and the Digital National Security Archive. CU’s Digital Humanities and Digital Social Science Centers, and NYU’s Digital Studio and Data Services Center provide extensive support to students and faculty employing digital scholarship methods.

**5.A.ii. Institutional Support.** In FY 2013–14, the CU Libraries spent \$356,942 for LA acquisitions of books, serials, and some electronic purchases in addition to supplemental spending on serials, electronic resources, and audiovisual materials charged to general funds. The Library expended in FY 2013–14 approximately \$398,861 on staff associated with LA-related collection development, research support services, cataloging, and processing. Core staff include the Latin American & Iberian Studies Librarian, Sean Knowlton, who holds a MA in Hispanic Studies and an MA in Library Science, and a dedicated bibliographic assistant. During the 2013–14 fiscal year, NYU Bobst spent more than \$278,627 to purchase materials in LAS, in addition to expenditures for serials, videos, sound recordings, and electronic media, which represents a sizeable and regular supplement to the LA materials budget. Bobst also devoted \$224,055 in direct salary funds for staff members who focus on LA materials. The LAS librarian, Angela Carreño, who holds a Master of Philosophy in LAC history, is assisted by two and a half full-time equivalent staff members and two grad students.

**5.B.i and ii. Networks for Resource-Sharing and Coordinated Collection Development.**

Both institutions belong to the Online Computer Library Center Research Library Partnership and participate in the 60-plus member SHARES program, which expedites interlibrary loan services and provides preferred access for on-site use of CU’s and NYU’s libraries. CU and

NYU are members of the Metropolitan Reference and Research Library Agency, a network of 300 libraries in the New York metro region, which facilitates access to unique items held in both libraries. Along with the New York Public Library, both institutions are members of the Manhattan Research Libraries Initiative (MaRLI), which enables NYU and CU doctoral students, full-time faculty, and librarians to borrow materials from all three institutions. CU is a founding member of Borrow Direct, the expedited delivery service that allows for extensive resource sharing among ten major academic libraries in the Northeastern US and Chicago. NYU is a member of Pennsylvania Academic Library Consortium (PALCI), a consortium of nearly 70 academic and research libraries, private and public, in Pennsylvania, New Jersey, West Virginia, and NY with an active program of resource-sharing, cooperative purchasing, and collaborative collection development. NYU is also a supporting member of the Digital Library of the Caribbean (dLOC), a partner based project administered by Florida International University and the University of Florida (both NRCs), which provides users with access to Caribbean cultural, historical, and research materials held in archives, libraries, and private collections. Both CU and NYU are members of the Seminar on the Acquisition of Latin American Library Materials (SALALM), of which Carreño of NYU is a former President. NYU and CU are founding members of the regional sub-group of SALALM, the Latin American Northeast Library Consortium. NYU and CU participate in the Global Resource Network's Latin Americanist Research Resources Project (LARRP), a consortium of over 50 US and Canadian academic libraries and LA partner institutions. LARRP supports free public access to LAS information through collaborative collecting and preservation projects. In LARRP, CU and NYU participate in projects to enhance access to LA journals, to effectively distribute collecting responsibilities among research libraries in North America, and to provide access to selected grey literature

harvested from key LA research and policy organization websites

## **Criterion 6. Quality of Staff Resources**

**6.A.i. Qualifications of Teaching Faculty and Other Professional Staff.** All full-time faculty at CU and NYU are chosen in accordance with nationally accepted standards. LACS faculty at both institutions balance senior professors (about two-thirds of permanent faculty members are tenured), younger scholars preparing to assume leadership positions, and full-time permanent contract faculty with varied appointments, from language lecturers to clinical professors. As illustrated in Appendix II, both faculties have distinguished records of research, publication, and teaching. Many hold or have held leadership positions in the prominent scholarly organizations, including the Latin American Studies Association (LASA) and the Caribbean Studies Association (CSA).

ILAS and CLACS are both led by a tenured faculty member who devotes 100% of their teaching and research time to the region and the respective centers. ILAS Director Jose Moya, Professor of History at BC, is an expert on migration whose scholarship has been recognized with numerous awards. Director since 2013, Professor Moya has focused his efforts on building linkages with other institutions and CU departments, the creation of a CMS, and promoting activities around the Andean region, Mexico, and Brazil. CLACS Director Jill Lane, Associate Professor jointly appointed with the DSP and CLACS, is a leading scholar of LAC theatre and performance, and serves on the Executive Boards of NACLA and HEMI, and is editor of HEMI's journal *e-misférica*. Since assuming the Directorship in 2012, Professor Lane has focused on securing new faculty lines, building the UG degree programs, strengthening CLACS ties to NYU global sites, and extending CLACS outreach to LAS communities in NYC.

At CU ILAS, Maritza E. Colón has been full-time Executive Director of ILAS since

2012. Maritza has over 15 years of higher education experience and her prior 8 years of experience as former Assistant Director at NYU CLACS are an asset to the Consortium. At ILAS she is responsible for all budgetary, operational, and development functions. She holds an MA in Global Histories from NYU. Thanks to initial Title VI partial support, ILAS's Student Services Coordinator and Business Manager, Eliza Kwon-Ahn, handles the needs of students in UG and grad degree programs as well as daily financial transactions for ILAS. She holds an MA in LACS from NYU and is assisted by a staff of grad assistants. Esteban Andrade, full-time Program Manager, manages outreach activities, including K-12 outreach assisted by a grad student at TC. Esteban has a Master's degree in LAS from St. John's University. Gustavo Azenha, with a PhD from Cornell in Sociocultural Anthropology, has served as both DGS and Associate Director of the CBS since 2013. Dr. Margaret Crahan, Dorothy Epstein Professor Emerita from CUNY, is the Director of the Cuba Program at CU and advises students on Cuban issues.

At NYU, Assistant Director Amalia Córdova is responsible for the administrative operation of CLACS, including oversight of all fiscal operations, grant management, and project coordination. Córdova co-coordinates NYC-CLAS with Colón, and is FLAS coordinator for CLACS. She holds an NYU MA in Performance Studies and is completing her PhD in Cinema Studies at NYU. She worked for 12 years at the Smithsonian Institution, and is a recognized expert on indigenous film and media. Outreach Administrator Kyle Barron (MA Political Science at NYU, 2013) oversees all outreach activities and event coordination, and coordinates K-12 and post-secondary outreach activities, serving as liaison with other NYU units, public schools, and other NRCs. CLACS counts on a full-time administrative aide, Lisa Buch (BA Hamilton, 2011), and 5 grad student assistants that support events, social media, K-12 activities,

and Quechua outreach. Two full-time Assistant Professor/Faculty Fellows, Katherine Smith and Edgardo Pérez Morales, serve as primary advisors to students, help organize public events, and participate in the operation and governance of CLACS, in addition to teaching three courses per year. Full time Clinical Assistant Professor Pamela Calla, former President of the Universidad de la Cordillera in La Paz, Bolivia, advises students and directs a robust Internship program; she runs two faculty-student research groups and is director of the Observatory on Racism, a CLACS partnership with Universidad de la Cordillera and the Lozano Long Institute of Latin American Studies at UT Austin. Professor Ada Ferrer, immediate past Director of CLACS and jointly appointed Professor in History and CLACS, is Director of CLACS's Caribbean Initiative. Professor Dylon Robbins, jointly appointed Assistant Professor in DSP and CLACS, directs the new Brazil Initiative. Finally, Thomas Abercrombie, former Director of CLACS and jointly appointed Associate Professor in Anthropology and CLACS, leads the Andean Initiative.

**6.A.ii. Professional Development for Faculty and Staff.** LACS faculty at CU and NYU have important resources at their disposal designed to enrich research, teaching, and collaboration with colleagues in LAC and the US. At both schools, junior faculty receive a semester development leave that is often combined with other grants for a full year of leave after three years of teaching. Schools and departments also provide generous research support and additional competitive summer research support. At CU, faculty receive support from ILAS for LACS research, including research in the region, with partial NRC support; during 2010–2013 a total of \$300,000 was allocated toward such ends. In the same period, CLACS awarded over \$75,000 to support between nine and 11 LACS faculty field research projects per year. Additional research and travel support of approximately \$60,000 per year is available for LACS faculty from GSAS Research Challenge Funds, the Provost's Humanities Initiative, and other



sources

All NYU and CU administrators regularly engage in staff development through workshops on fiscal operations, grant administration, and personnel management. Members of both staffs also attend professional networking events, including LASA meetings, regional NRC meetings, and LCTL consortium meetings. They are encouraged to enroll in classes, to learn new skills including language, and to meet with staff at other NRCs to exchange views and information.

**6.A.iii. Commitment to Students.** The two center Directors dedicate 50% of their time to teaching, supervision, and advising of students. Members of the core or affiliated faculty at CLACS and ILAS are the principal advisors of students in BA, MA, and PhD programs; faculty advise on courses, study abroad, and research opportunities. Faculty supervise MA research projects, UG honors theses, and teach in the grad and UG degree programs. Faculty at both schools employ students as research assistants, often in areas of students' own research interests. NYU Faculty regularly participate in the doctoral student working group "Works in Progress in Latin American Society and History" (WiPLASH), while CU and BC faculty participate in a monthly grad student writing workshop. At CU, Executive Director Colón, and Student Affairs Coordinator Kwon-Ahn provide guidance on internship and international research opportunities and to students in the MA program, majors and SIPA concentrators, and to fellowship recipients.

**6.B.i. Staffing and Oversight.** In addition to the staff described in 6.A., ILAS and CLACS call upon dedicated LACS faculty from a variety of departments, professional schools, and the libraries (Table 6.1) for oversight of the centers and its programs. The Executive Committee (EC) of ILAS is composed of ten tenured members of the faculty of CU, appointed to renewable four-year terms, plus the Director and the Executive Director serving ex-officio. The EC meets

four times per year and governs all major budget and academic decisions and appointments. Four other committees comprised of full-time faculty and relevant staff decide on student funding, MA admissions, O’Gorman appointments, and faculty grants. At NYU, the EC is comprised of 12 full-time faculty members from different disciplines within Arts and Science and the Professional Schools; the positions are reviewed and renewed annually, but are typically held for three years. A minimum of three tenured faculty from CLACS will serve on the Board to ensure communication between the MA program and the outreach mission of the Center. The committee meets three times per year to discuss strategic planning and appointments. Members of the staff, EC, and especially full-time tenured faculty, serve on and chair committees for admissions, faculty searches, FLAS, Tinker grants, and other research and travel grant selections.

<b>Table 6.1. Executive Oversight Structure at CU and NYU</b>	
<b>Columbia University (ILAS) Committee Members</b>	
ILAS EC	John H. Coatsworth (Chair); Regina Cortina; Nara Milanich; Graciela Montaldo; Jose Moya; Frances Negrón Muntaner; Pablo Piccato; Jose Antonio Ocampo; Ana Maria Ochoa, Wadda Rios Font; Miguel Urquiola; Maritza E. Colón;
Faculty Grants Committee	Alan Dye; Patricia Grieve, Sean Knowlton; Jose Moya; Maritza E. Colón
MA Steering Committee	Jose Moya; Gustavo Azenha; Line Lillevik; Nara Milanich; Pablo Piccato; Maritza E. Colón
O’Gorman Scholars Committee	Regina Cortina; Claudio Lomnitz; José Moya; Maritza E. Colón
Student Grants Committee	Gustavo Azenha; Clara Irazabal; José Moya; Guadalupe Ruiz Fajardo; Milton Weinberg; Maritza E. Colón
<b>New York University (CLACS) Committee Members</b>	
CLACS EC	Jill Lane (Chair), Pedro Noguera, Liliana Goldín, Maria Josefina Saldaña, Alejandro Velasco, Noelle Stout, Renee Blake, Georgina Dopico-Black, Josephine Labanyi, Thomas Abercrombie, Ada Ferrer, Aisha Khan
MA and Program Committees	Thomas Abercrombie, Ada Ferrer, Sibylle Fischer, Aisha Khan, Jill Lane, Dylon Robbins, Pamela Calla, Edgardo Pérez Morales, Katherine Smith
FLAS Selection Committee	Gillian Ghallager, Dylon Robbins, Alejandro Velasco, Odi Gonzales
Tinker and Faculty Travel Grants	Sinclair Thompson, Maria Josefina Saldaña, Jill Lane, Noelle Stout
Faculty Searches	Sinclair Thompson, Thomas Abercrombie, Aisha Khan, Dylon Robbins
Admissions	Katherine Smith, Aisha Khan, Dylon Robbins, Edgardo Pérez Morales, Jill Lane, Amalia Córdova

K-12 Advisory Committee	Pamela Calla (Chair), Kyle Barron, Aisha Khan, Shondel Nero, Thomas Troisi (Superintendent NYC schools), Jennifer Queenan (NYC teacher, Sunset Park High School)
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**6.B.ii. NRC Oversight Arrangements.** Oversight of NRC activities is performed by a consortium committee consisting of Moya, Colon-Fermín, Lane, and Córdova which is convened at least twice a semester and is chaired by the two center directors. The committee discusses priorities, joint projects, and outreach activities over a multiyear period. On a regular basis, there is close coordination in the K-12 program, the LCTLs program, cross registration in grad courses, and collaboration in the faculty working groups. Procedures for more efficient sub-recipient monitoring and financial communication have been implemented since 2013 and involve monthly meetings between Colón and Córdova and their staffs, as well as written reports. Both centers maintain a close consultation about allowable expenses, monitor the appropriateness of all expenditures under the terms of the grant, and discuss specific items that require further information.

**6.C. Non-discrimination Policies of CU and NYU.** Both CU and NYU have strong standing policies and procedures prohibiting discrimination and harassment, clearly stated procedures for adjudicating grievances in these domains, and a firm commitment to create campus cultures that incorporate diverse people and viewpoints. The Office of Equal Opportunity and Affirmative Action at CU and the Office of Equal Opportunity at NYU enforce each university's Non-Discrimination policies and Complaint Procedures, and ensure compliance with federal, state and city anti-discrimination laws in the recruitment and selection process, and in other terms and conditions of employment. Both universities have designated Offices of Disability Services (the "Moses Center" at NYU) that facilitates equal access for students with physical, learning, sensory, or psychological disabilities by coordinating accommodations and support services, and cultivating a campus culture that is sensitive and responsive to the needs of these students. (See

also 9.B. Section 427 GEPA.) Groups historically underrepresented have a strong presence at our institutions as indicated in Table 6.2.

Table 6.2 Demographics and Gender Distribution of Faculty and Staff								
		Male	Female	African American	Asian American	Latino	White	Undisclosed/ other*
All Staff	CU	41%	59%	16%	10%	24%	41%	9%
	NYU	36%	64%	16%	13%	16%	49%	-
Center Staff	ILAS	60%	40%	-	20%	80%	-	-
	CLACS	0%	100%	-	-	25%	75%	-
All Faculty	CU	59%	41%	3%	16%	4%	65%	20%
	NYU	57%	43%	5%	11%	4%	72%	-
LACS Area Studies Faculty	CU	54%	46%	2%	1%	54%	38%	5%
	NYU	52.5%	47.5%	8%	3%	37%	44%	8%
LACS Language Faculty	CU	34%	66%	-	-	96%	4%	-
	NYU	33%	67%	-	3%	49%	31%	17%

\* Also includes foreign nationals.

### Criterion 7. Outreach Activities.

With NRC support, CU and NYU have developed robust programs that connect us to NYC's large communities of K-12 and post-secondary educators, graduate centers, immigrant communities, businesses, diplomats, artists, and non-governmental organizations concerned with LACS. As illustrated below, these activities generate substantial city, regional, and national impact.

**7.A.i. K-12 Educators.** Of the almost one million NYC public school students, 40% are of LAC origin, and 25% speak Spanish in their home, making our K-12 outreach and teacher professional development activities in NYC especially critical. In the past three years, joint ILAS-CLACS K-12 programs have reached over 1850 teachers (Table 7.1) through intensive training workshops, curricular materials, and in-school programming. We collaborate closely with our respective schools of Education, TC and Steinhardt, and have leveraged partnerships with fellow NRCs to provide high-impact teacher training. For example, the 2011 Yale-NYU Summer Institute on Colonial Latin America included intensive professional development sessions that took place at

Yale, NYU, and in the Dominican Republic; the program culminated in the production of seven curricular modules now available on the CLACS website. Similarly, the CLACS-run Teacher Residency program has produced lesson plans and other teaching resources that have had over 15,000 unique views in the last three years.

Table 7.1: Selected Consortium K-12 Outreach Events 2010–2014			
Activity	Teachers reached	Students Reached*	Impact/Description
Partnerships with TC and Steinhardt	298	34,270	Regional: Teacher training to bring LACS into K-12 classrooms in collaboration with School of Education; using literature to teach foreign language and culture; books distributed to all participants
<i>Indocumentales</i> K-12 Workshops	41	4,715	Local, Regional, National: Training for NYC K-12 teachers on <b>current migration</b> issues; online educational resources
CLACS Teacher Residency Program	168	19,320	Local, Regional, And National: Professional curriculum development to bring LACS themes into NYC middle and high school classrooms; curriculum available on CLACS site
Curricular Materials online	16,037 unique page views		Local, Regional, National
Speakers Bureau Series	137	15,755	Local: Content workshops featuring speakers on LACS with distribution of books.
NRC Partnerships	32	16,235	Local, Regional, and National: Intensive workshops to teach and produce curriculum now available on CLACS site.

*\*Average indirect impact: 23 students/class x 5 classes per day for middle/high schools = 115 students per teacher.*

**7.A.ii Outreach to Postsecondary Institutions.** NYC is home to many other vibrant grad centers in LACS with whom ILAS and CLACS regularly collaborate. In the past four years, NRC funds have supported multiple faculty or doctoral student research groups that include colleagues from other area postsecondary institutions, including the New School, Fordham, SUNY-SB, Lehman College (Lehman), and the CUNY Grad Center. These include the Consortium-sponsored NYC-wide Latin American History Workshop, the "Racisms in Comparative Perspective" group at CLACS, or "Americas South" at ILAS, a grad student workshop of doctoral writing in progress. At CU, an important vehicle for outreach to LACS scholars at local colleges and universities has been the University Seminars, a tradition at CU since the 1940s. Two of the more than 70 Seminars specifically address LA and Brazil, along with a new Seminar on global Indigenous Studies; their success is built upon involvement of the

broader community of scholars in NYC. The FRN hosts 250 faculty from over 50 local and national CCs and MSIs at NYU for intensive summer seminars; 80 faculty have participated in Consortium-sponsored LACS seminars, taught by NYU and CU faculty. At both schools faculty from Arts and Sciences and Professional schools regularly organize workshops, conferences, and other collaborative projects with the centers' support. An exemplary event was the 2012 conference "Education, Innovation and Trade," jointly organized by TC, SIPA, the CU Business School, and ILAS to understand how the private sector and government best work together to harness the power of education.

**7.A.iii. Business, Media, and the General Public.** Outreach opportunities to business, media and the general public are particularly strong by virtue of the Consortium's location in NYC. In recent years, our two institutions have sponsored a large number of conferences, talks, lectures, book presentations, and film screenings open to the public, and have collaborated with government, business, cultural, educational, and non-profit institutions (see Table 7.2). The majority of the almost 200 events sponsored in 2012–2013 were open to the general public, with a dozen covered by international press.

Table 7.2 Selected Outreach to Business, Media, and the General Public 2012–13			
Activity	Partners	Impact	Description
<i>Consortium</i> Public research colloquia, film series, public speaker series	CU and NYU: schools of education, business, journalism, law. SIPA (CU), Wagner (NYU), Cinema Tropical, Americas Society	University, Local, National  Public: 8,475 Webcast audience 1,200+	Topics: education, democratization, urban development, environment, trade and immigration
<i>Consortium</i> Guantánamo Public Memory Project: National Dialogue, Exhibit, Digital Archive	CU Institute for Study of Human Rights. Selected partners: CLACS, ILAS, Indiana U, U Miami FIU, Tulane, Brown, U. Minn, Rutgers, ACLU, Amnesty International, Ctr for Constitutional Rights; Digital archiving: dLOC	University, Local, National (selection) 12/12-2/13 NYU Kimmel Gallery: 315,000 — 2/13-3/13 Douglass Library, Rutgers: 34,914 — 12/13–2/14 International Civil Rights Center & Museum Greensboro (NC): 5,800 — Total attendance at 8 exhibits and related conferences: 353,577	Exhibit, events, and archive on the history of Guantánamo naval base; policy dialogue its future
<i>Consortium</i>	CLACS, Parsons/New	University, Local, National	3-day symposium on

The Revolution Recodified: Digital Culture and the Public Sphere In Cuba	School, ILAS, Association for the Study of the Cuban Economy	400 in attendance + 865 online viewers	social media in Cuba; first US appearance of Cuban dissident blogger Yoani Sánchez.
CU, NYU Faculty experts interviewed frequently by major media outlets	CU: Guillermo Calvo, Aldo Cívico, John Coatsworth, Maria Murillo NYU: Sonia Ospina, Patricio Navia, Jorge Castañeda, Greg Grandin	Local, Regional, National, International: New York Times, The Economist, Wall Street Journal, BBC, LA Times, PBS; La Jornada, El País, Reforma, O Globo Univision, Le Monde, BBC, Die Welt	Conflict resolution, emerging markets, elections, labor, political parties, human rights
CLACS NACLA sponsored events	NYU, NACLA, New York Times, Huffington Post, CISPES, NY Daily News.	University, Local, Regional: 232 students, journalists, general public	Professional and writing workshops, film series, book releases, Chavkin prize awards
CLACS Indocumentales Interdependent Film Series (2010-2013)	CLACS, Cinema Tropical, What Moves You?, CMS at Lehman. Touring to NRCs @ U Wisconsin, U Arizona, Tulane	University, Local, Regional, National 800+ university and general public, film series presented at 2010-2012 LASA Conferences	Public film screening on immigration issues at NYU, touring in NYC and in 6 other states, including AZ and WI; teaching resources available online
Quechua Night and related outreach events (Runasimi Outreach Committee)	Queens Museum, Paterson Museum, New York Quechua Initiative, Native American and Indigenous Students Forum @ NYU	University, Local, Regional, National: 500+ at events, 38 podcasts	Language and cultural events with NYU Quechua and the Quechua-speaking community across NYC and NJ. Quechua podcasts available online
Second Annual ILAS and Maria Moors Cabot Prize in Journalism Conference	CU ILAS and CU Journalism School with The Committee to Protect Journalists, and The Maria Moors Cabot Prize	University, National, Regional 200 in attendance + additional workshops throughout U.S. universities and professional institutions with prize winners	The 2012 Cabot Prize Winners for Excellence in Latin American Journalism: Latin American Elections
World Leaders Forums (12-14)	Sergio Cabral Filho, former Governor of Rio de Janeiro; Sebastián Piñera, President of Chile; Horacio Cartes, President of Paraguay; Laurent Lamothe, Prime Minister of Haiti	University, Local, Regional, and National: Over 300 in attendance Press coverage by major news media organizations, including Associated Press, BBC, PBS	A year-round lecture series with heads of state and other global leaders from a broad spectrum of fields and all regions of the world.

The strong journalism schools of each university support the consortium's outreach to the media. At CU, the School of Journalism hosts the Maria Moors Cabot Prizes, the oldest and most prestigious international awards in the field of journalism. ILAS sponsors special public events with each year's group of Cabot winners. At NYU, the Arthur L. Carter Journalism Institute is a

major link between the university and local and global media outlets, propelled by a successful joint grad degree program between CLACS and Journalism. In 2012 the award-winning policy analysis journal NACLA moved to CLACS, facilitating internship and professional opportunities for Consortium students and national readership for faculty and student writers. Starting in 2014, CLACS and NACLA launched a Latin America Digital Media Initiative (LADMI) that will add a daily news aggregation platform, expanding its already strong national and international print (3,000 subscriptions) and online readership (averaging about 1,000 unique views a day).

## **Criterion 8. Program Planning and Budget.**

**8.A. Quality and Purpose of Activities.** Our proposal advances the mission of the NRC program: to strengthen nationally recognized centers of excellence in area studies and foreign languages, to amplify the depth and breadth of grad and UG training in these areas, and to make such training and knowledge more widely available to K-12 and post-secondary teachers, students, as well as to professionals and the general public. The Consortium's proposed activities revolve around seven key areas outlined in the Table 8.1.

We highlight three project areas that address Absolute and Competitive Priorities:

**1. Indigenous and Diasporic Language Consortium (CP1).** Prompted in part by the changing demographic of our city and its new populations, which has seen a significant rise in Mexican, Haitian, and Ecuadorian immigration and a consequent rise in the need to engage and provide services for native speakers of Mixtec, Nahuatl, and Kichwa/Quechua, we propose to establish an Indigenous and Diasporic Language Consortium (IDLC) between CU, NYU, and the Institute of Mexican Studies of Lehman, through which UG and grad students from each institution may cross-register for classes in indigenous or diasporic languages. With NRC funds, as early as spring term of Y1 Lehman will offer Mixtec; NYU will offer Krèyol; and CU will offer modern



Nahuatl. Availability of instructors may necessitate moving one or more of these to fall term of Y2. NYU will continue to offer Quechua, and add an advanced language sequence. As part of this initiative, all three schools will aim to integrate LCTL study into existing majors, minors, and certificate degrees in LAS and, at Lehman, in Mexican studies. After a program evaluation between years 2 and 3, we hope to add the Borough of Manhattan Community College (BMCC) to the language consortium.

**2. Globalizing Curriculum at MSIs and CCs (CP2).** We propose to expand the breadth and depth of LAC area studies courses at both universities and at BMCC (both an MSI and CC), with whom we have entered into a multi-year partnership; to add or increase LACS content in formal teacher training at the School of Education at both universities; and to develop new LACS courses, including advanced area studies courses in Portuguese (PL) and Quechua (PL, LCTL) in order to strengthen the UG major and our MA programs in LACS.

<b>Table 8.1 Program Planning and Budget Request</b>		
<b>1. Curriculum and Instruction [18% of total NRC request]</b>		
<b>ACTIVITIES for which funding is sought</b>	<b>P / GPRA</b>	<b>Budget</b>
<b>1A. Language Instruction</b>		
(a) seed the hire of a Mixtec instructor at Lehman, part of the IDLC	GPRA5 CP1	4.B.5
(b) seed the hire of a Krèyol instructor at NYU, part of the IDLC	GPRA5 CP1	1.B.1, 1.B.2.a
(c) seed the hire of a Nahuatl instructor at CU, part of the IDLC	GPRA5 CP1	1.B.3
(d) provide assistance for new and continued course development materials in Quechua, Nahuatl, Mixtec, Krèyol (for IDLC), and Portuguese, including new advanced/area studies courses taught in Quechua and Portuguese	GPRA 1, 2, 3, 5; CP1	3.C.1- C.5
(e) partial support for the creation and implementation of a new Quechua language certificate (NYU) for UG and grad students that reach Advanced proficiency	GPRA 1, 2, 3, 4, 5	3.C.2
(f) partial support for the development of print and online language teaching resources for the IDLC, including a trilingual Quechua/English/Spanish dictionary, a planned Quechua Beginner to Advanced language textbook, and the development of additional online teaching and learning resources	GPRA 1, 2, 5; CP1	1.E.1
(g) provide support for LCTL faculty (including from Lehman) to attend relevant national and regional meetings or workshops to develop and implement best practices in LCTL teaching	GPRA 2, 3, 5; CP1	2.B.1

(h) supplement Indigenous language instruction with community outreach programs		4.C
<b>1B. Area Studies Instruction</b>		
(a) support and expand NYU-BMCC partnership on “Cultivating Global Competencies in the BMCC Classroom,” to redesign and create new courses with LACS content	CP1	4.B.1
(b) support for curricular innovation in teacher training courses: in social foundations training, to include LACS-related content (NYU); area studies and indigenous language (CU)	CP2	4.C.1 4.C.2
(c) to continue developing and expand cross-disciplinary LACS courses, to be accompanied by research colloquia open to the public;		4.D
(d) to hire Postdoctoral fellows from Mexico, with partial support from CU and CONACyT, to teach courses with Mexican content.		1.C.1
<b>2. OUTREACH [10% of total NRC request]</b>		
<b>2A. K-12 Outreach and Teacher Training</b>		
(a) support and expand conferences and workshops on FLAS teaching and learning in K-12 for educators developing or implementing related programs and curriculum	AP	4.A
(b) support and expand existing outreach and in school-programs for teachers and students in collaboration with the Schools of Education at both universities	AP, CP2	4.A.1-3
(c) support for Consortium conferences, workshops, and a summer institute on specific LAS topics, including an expanded speaker’s bureau at both schools, film screenings for teachers via the <i>Indocumentales</i> series (to be toured nationally at other NRCs after launch in NYC), and a new teacher training series on contemporary LAC politics, created with LADMI	AP	4.B.2, 4.B.4
d) develop related materials for teachers, including resource lists, lesson plans, and to be made available nationally on a new shared online portal	AP	3.D.2
e) offer partial salary to support for part-time K-12 assistants (one at each school) to plan K-12 activities and liaise with educators in the New York City Department of Education (NYCDOE), with our two Schools of Education, and with other local and national outreach organizations	AP	1.E.2
<b>2B. Post-secondary outreach: faculty and student development</b>		
(a) offset costs of providing at least one LACS seminar at the annual FRN Summer program; priority admission to the LACS seminar will be given to faculty developing new curriculum on their home campus	CP1	4.B.2
(c) partial stipends for faculty participating in the Mentor program		4.B.3
(d) partial salary support for a student assistant to the Mentor program		1.E.3
<b>2C. General Public Outreach</b>		
(a) partial stipend for an industry project mentor for Latin American Digital Media Initiative (LADMI, a CLACS partnership NACLA)		4.D.4
(b) partial salary support for a student media/web editor for LADMI (AY1)		1.E.4
(c) partial support for annual joint ILAS/CLACS conferences		4.D.1
(d) partial support for public research colloquia (tied cross-disciplinary courses)		4.D.2
e) support for other LACS-related public programs, including film festivals, concerts, and workshops related to LAC, especially in relation the Centers for Mexican and Brazilian Studies at ILAS, and the area studies Initiatives at CLACS (Caribbean, Brazil, and Andean)		4.E.1-6
f) partial salary support for a student web assistant to produce enhanced online programming (webinars, Livestream, edited video and audio lectures) and other online resources		1.E
g) offset costs of newsletters, blogs, and websites as outreach tools		3.B.1
<b>3. Faculty Development [8% of total NRC request]</b>		
(a) faculty working groups that focus on common Latin American themes by bringing		4.E.1-3

together faculty from CU, NYU, and other NYC area institutions		
(b) faculty travel for the purposes of research, curriculum development, conferences, and strengthening consortium linkages in LACS, including grants for Education faculty integrating LACS materials into teacher training courses	CP2	2.A.3
<b>4. Student Support and Enrichment [54% of total NRC request]</b>		
<b>4A. FLAS Support</b>		
a) The Consortium requests funding each year for 10 academic-year and six summer FLAS fellowships, <b>to be awarded on criteria of combined financial need and academic merit</b> (see Criterion 10). As in the past, <b>50 percent or more will be awarded in PLs, Quechua or Portuguese, and the remaining will be awarded to students studying other LCTLs.</b>	AP, FCP1, FCP2	FLAS BUDGET
<b>4B. Student Enrichment</b>		
(a) support for student-initiated conferences and symposia, including outreach activities related to LAC, esp. related to Quechua, Nahuatl, and Mixtec		4.E
(b) professional development workshops with alumni and industry leaders		4.E
(c) continued development of online alumni networks (Facebook, LinkedIn) and database of current placements to help students network with professionals working in relation to LAC		4.E
<b>5. Library Development [3% of total NRC request]</b>		
(a) library acquisitions		3.A.1
(b) partial salary support for library assistants at CU		1.D.1
(c) bibliographer travel for the purpose of acquisitions and attendance at annual meetings		2.A.2
<b>6. Program Operation [5% of total NRC request]</b>		
(a) new position of Outreach Coordinator at ILAS/Institute for Comparative Literature and Society (ICLS), to assist with outreach and financial support. This position will be shared with ICLS, an international NRC at CU, each contributing 50% of salary leveraging NRC (ICLS) and institutional funds (ILAS)		1.A.1
(b) partial support for grad student assistants on outreach, events, data collection		1.E
(c) administrative travel for professional development and for the purposes of outreach and linkages with Latin American institutions and other NRCs		2.A.1, B.3-4
(d) offset costs of professional service fees for design and maintenance of websites for outreach and communication uses		3.B
<b>7. Program Evaluation [2% of total NRC request]</b>		
(a) partial stipend of two program evaluator/analysts specific to our Consortium, one to focus on the IDLC and LCTL teaching; and one to focus on the quality and impact of our combined K-12 programs		4.F
(b) partial support for priority language and LCTL faculty to attend area-related meetings, including MOPI workshop for LCTL instructors		2.B.1
(c) partial salary support for grad student assistants on data collection, surveys		1.E
(d) offset costs associated with development and implementation of integrated data management system for improved data collection and assessment		4.G.

**3. K-12 Outreach and Teacher Training (AP, CP2).** We share a city with the largest public school system in the nation (approx. 982,000 students), of which 35.4% are Hispanic, and of

those 12.5% are LA foreign-born. As such, we seek to mount a dynamic K-12 outreach program that adds to and builds on the opportunities and connections with LAC in our schools, and that engages bilingual and foreign-born students as both a constituency and a rich resource for K-12 FLAS teaching and learning. We aim, on one hand, to support and extend the work of our respective schools of education, particularly with regard to research, evaluation, and teacher training related to biliteracy (eg. the implementation of the NYS Seal of Biliteracy, to be piloted in NYC schools in 2014-15), and to the NYS Bilingual Common Core Initiative, and to multiple language and literacies as pertains to LAC languages. On the other, we seek to provide direct teacher training in LACS and to create rich teaching and learning resources for the K-12 classroom, both printed and digital, especially as relevant to the unfolding Common Core. By aligning our work with developments in the implementation of the Common Core, we seek measurable outcomes and impact at the city, state, and national level.

**8.B.i. Development Plan and Timeline.** NYC-CLAS has created a development plan and timeline that accounts for the different scope, scale, and medium- and long-term goals of our shared and separate projects. As indicated in section 8.A. and itemized in Table 8.2 below (see budget 1.B; 4.B.1), the IDLC will be our major shared initiative and will roll out incrementally over four years, with regular intervals of evaluation and progressively stronger administrative support. For this cycle, the NYC-CLAS will build a substantial shared web presence, with two Portals, one for the IDLC and the other for K-12 resources. By the end of four years we expect the shared site to be a significant contribution to the NRC mission; it will unfold incrementally and in direct relation to a series of planned qualitative and quantitative evaluation of the programs (teacher residencies, conferences, etc.) that will produce content for the sites. Because most of our major initiatives involve direct collaboration with other institutions (Lehman and

BMCC) or with our respective Schools of Education, the implementation of our projects and their shared evaluation will be planned in close consultation with those partners.

<b>Table 8.2 Indigenous and Diasporic Language Consortium Development Timeline</b>				
	Year 1	Year 2	Year 3	Year 4
	<i>Program Development</i>	<i>Initial Implementation</i>	<i>Full Implementation</i>	<i>Program Evaluation</i>
Quechua (NYU)	Beginner I & II Intermediate I & II	Beginner I & II Intermediate I & II Advanced I	Beginner I & II Intermediate I & II Advanced I & II	Beginner I & II Intermediate I & II Advanced I & II
Mixtec (Lehman)	<i>Hire faculty, course development, approvals</i>	Beginner I x 2 Beginner II	Beginner I x 2 Beginner II Intermediate I	Beginner I x 2 Beginner II Intermediate I
Krèyol (NYU)	<i>Hire faculty, course development, approvals</i>	Beginner I x 2 Beginner II	Beginner I x 2 Beginner II Intermediate I	Beginner I x 2 Beginner II Intermediate I
Nahuatl (CU)	<i>Hire faculty, course development, approvals</i>	Beginner I x 2 Beginner II	Beginner I & II Intermediate I & II	Beginner I & II Intermediate I & II Advanced I

**8.B.ii. Effective Use of Resources and Personnel.** As we have done successfully in the past, we will leverage resources through cooperation with schools and departments across the two universities, as well as seeking additional funding from private foundations and donors. We build upon the tradition of cooperation between CU and NYU to cross-list grad courses, to stimulate learning of LCTLs, and to coordinate our outreach activities. Development and provision of resources for Quechua, Portuguese, and now Krèyol, Nahuatl, and Mixtec will be the shared responsibility of our Centers and of the respective Directors of the language programs at all institutions. Teacher-training outreach, including K-12, will involve our Centers and our Schools of Education and build on their proven models of efficiency and success. Key personnel at CU and NYU (e.g., Deans, budget officers) were consulted to ensure that adequate resources will be directed toward the proposed activities, including long-term institutional support for the proposed hire of an Outreach Coordinator at ILAS and increased student assistant hours at CLACS.

**8.C. Cost Effectiveness.** The principal cost-effective measure for NYC-CLAS is a well-

conceived pooling of resources by the two partner centers to maximize impact in relation to the NRC mission and its Absolute and Competitive Priorities. A shared outreach position between two NRCs at CU (see Table 8.1.6a) using NRC and institutional funds allows the NRCs to increase efficiency while maintaining budget control. Partial salary requests are reasonable in relation to the substantially increased commitment of both universities in the last cycle to administrative and teaching staff as well as to programming. Promoting shared approaches to K-12, post-secondary and public outreach, cross-listed courses, LCTL teaching, and university alliances in NYC are an efficient use of NRC funding. We will bring all of these strategies for pooling resources and personnel to our new partnerships with Lehman and BMCC.

**8.D. Long-term Impact on Undergraduate and Graduate Programs.** By strengthening the UG curriculum in LACS and the LCTL instructional programs, we expect to increase numbers of majors and provide more opportunities for students at our universities and at Lehman and BMCC to learn about an area vital to the US. At the grad level, we believe our faculty-led activities will continue to stimulate new areas of teaching and research and to promote all forms of outreach. We expect to see continued steady increase in demand for grad professional degrees with concentrations in LAC and to meet that demand with relevant courses on campus and in programs taught abroad. Already at significant levels, grad cross-registrations through the IUDC will increase as students in the NY area become more aware of increased LCTL offerings in the Consortium. Finally, we expect the combined effect of our NRC-supported activities to profoundly improve the training and preparation of PhD students, with far reaching benefits as most of these students will go on to teaching careers.

## **Criterion 9. Impact and Evaluation**

**9.A. Broad Impact of ILAS/CLACS.** The Consortium's teaching, research, and outreach

programs have had a significant impact on our respective universities, the NYC community, the LA region, and the nation in relation to priorities set by Title VI and to the academic mission of our Centers and universities. Through effective use and leveraging of NRC funding, as well as university support for expansion of our LACS programs, our increased impact is reflected in objective outcome indicators, as presented in Tables 1.1, 7.1, 7.2, and appendices of courses and faculty biographies, that summarize course enrollments, participation rates for events and outreach activities, local and national use of our online K-12 resources, and faculty productivity. We note here several areas of exemplary impact on a university, city, and national scale.

**9Ai. City and community.** Sharing a city with 3.1 million immigrants—37% of the city’s total population—we recognize that these “Newest New Yorkers,” as the 2103 City report names them, are both new constituents and powerful resources for area studies awareness, teaching, and learning. Through our K-12, post-secondary, and broader public outreach, the Consortium has developed models for engaging communities from the LAC region—who make up fully half of NYC’s foreign-born population—as new citizens with distinct needs for area studies knowledge on one hand, and with the ability to contribute to our larger communities of learning on the other. Educators who teach foreign-born students have sought increased information about the students’ countries of origin—which in New York are: the Dominican Republic, Mexico, Jamaica, Guyana, Ecuador, Haiti, Trinidad and Tobago, Colombia, and El Salvador, in numeric order. As the only site in NYC that teaches Quechua, CLACS registers many calls from public schools, city hospitals, the city courts, and even immigration officials on the U.S.-Mexico border seeking knowledgeable Quechua translators. These represent just a fraction of the need for speakers of Quechua—and, similarly, speakers of Krèyol, Mixtec, and classic and modern Nahuatl—in our city and nationwide, and our past and future programs aim to meet this need.

The NYU and CU students and alumni that comprise the Runasimi Outreach Committee have responded to these needs: several are now registered as per-diem translators with the New York State Unified Court System, and the group is working with interested local Quechua-speakers in NYC to assist them in becoming interpreters as well. Runasimi has organized 41 “Quechua Nights” since 2010, with total participation of just over 1,300, which are public outreach events that bring together Quechua language learners and Quechua speakers in community settings or at the university. While initially motivated by a desire to learn the language, Runasimi has in the process created a bridge between community organizations in Ecuadorian and Peruvian neighborhoods and the university: these events have brought NYU students learning Quechua to outreach events at public schools in Queens or community centers in Patterson, NJ, and they have in turn brought Quechua-speaking families to our universities for the first time. This work exemplifies the impact that LCTL teaching has at the city- and community-level, and makes us confident that a new IDLC will similarly find and meet the existing needs for LCTL speakers in NYC.

**9Aii. National Impact.** The Consortium’s national—and international—impact derives largely from the strength of its approximately 260 research-active core and affiliated faculty, whose leadership in research, teaching, and scholarly associations have helped to shape the direction of scholarly and public debate as well as their disciplinary fields. Among this faculty are presidents of national professional associations, such as the LASA, the Modern Language Association, American Historical Association; Pulitzer Prize winners and finalists; members of the National Academy of Arts and Sciences, the National Academy of Sciences, the National Academy of Education, and the Council on Foreign Relations; recipients of MacArthur, Guggenheim, National Endowment for the Humanities, Rockefeller, American Council of Learned Societies,



and many other prestigious fellowships and honors, well as book and article awards recognizing excellence in scholarship. Scholars working in the fields of politics, history, education, and law are regularly interviewed by the New York Times, the Economist, the Wall Street Journal, NBC, the LA Times, and PBS; several write regularly for the national and international press, including for The Nation, La Jornada (Mexico), Reforma (Mexico), La Tercera (Chile), the Buenos Aires Herald, and for El País (Spain).

The collaborative projects with national impact to which the Consortium is most committed are exemplified in the 2012 Consortium partnership with the Guantánamo Public Memory Project (GPMP). Launched at NYU's Kimmel Gallery in 2012, CLACS, ILAS, and students around the country collaboratively curated this innovative exhibit to examine the history and future of the naval base. Beginning with a 2-day "National Dialogue" jointly sponsored by NYU and CU with an audience of over 250, the exhibit has since travelled to eight sites nationally (among them three NRCs) and is scheduled at least through 2015. The project is now housed at CU Institute for the Study of Human Rights, and CLACS has secured a \$30K Provostial Global Initiative fellowship to enable the exhibit to travel to Washington DC and internationally. The project has produced dialogue kits, K-12 teaching resources, and maintains an educational blog. CU's Rare Book and Manuscript Library is creating a new publicly accessible archive for the GPMP, and digital materials will be housed via dLOC (a partnership between the NRC consortium University of Miami and Florida International University). This project exemplifies the sustained and substantial collaboration with national impact to which our Consortium is committed. We aim similarly to produce and/or participate in projects of this scale in the next cycle.

**9.B. Section 427 GEPA.** NYU and CU have strong policies and procedures designed to ensure equal access for members of traditionally under-represented groups, and both run dedicated Offices and Centers committed to fostering and creating an inclusive and diverse community of students, faculty, administrators, and staff: the Office of Multicultural Affairs at CU, the Office for Diversity and Community at TC, or the NYU Center for Multicultural Education and Programs. Both universities have instituted strong measures to enroll minority students, who account for 37% of the student body at CU, and 30% at NYU (37% of UGs). Both recruit students for graduate study through the McNair Scholars program, which supports and motivates first-generation college students with financial need or members of groups that are traditionally underrepresented in graduate education to progress into higher education and professional degrees. These students are recruited from historically Black colleges, schools in the Hispanic Association of Colleges, and from tri-state colleges where enrollment of minorities is high. Both CU and NYU offer 8-week Leadership Alliance Summer Research Programs (a program founded by CU) that pair promising minority students from other institutions with CU or NYU research faculty; in 2012-14, two CLACS faculty have served as mentors resulting in the recruitment of two students to NYU programs. At NYU in 2012 a new position of Vice Provost for Faculty, Arts, Humanities and Diversity was created to offer strategic leadership for the University's diversity initiatives, including the Task Force on Faculty Diversity and the MLK Jr. Scholars Program, as well as new initiatives to achieve a diverse faculty and student body. Both institutions are committed to fostering a working, learning and living environment that is accessible to persons with disabilities.

**9.C.i. Comprehensive and Objective Evaluation.** Given increased emphasis on Assessment and Evaluation, the Consortium has developed evaluation goals and plans in consultation with

external evaluators and with the substantially increased support of our respective Offices of Institutional Research. At NYU the Provostial Office of Institutional Research and Program Evaluation has committed to support evaluation of CLACS NRC programs for the duration of the grant, and has committed \$7,000 for Fall 2014 to pay for a professional evaluator to further develop the methodology, design, data collection and analysis tools, and strategies for NRC programs, both at NYU and in relation to the NYC-CLAS. In addition, the Provostial Office of Academic Program Review awarded CLACS an “Outcomes Assessment Mini-Grant” of \$2,000 to work with a program evaluation specialist (John R. Lyons) to develop the performance measures for this application. At CU, three NRCs (ILAS, East Asia, International) have contracted a joint outside evaluator to analyze data gathered by ILAS during all four years of the grant cycle. The evaluator will review data on Years 2 and 4 of the forthcoming grant to ensure efficient use and relevance of ILAS’ resources and activities. ILAS has committed to consult with The Office of Planning and Institutional Research, the office responsible for planning and coordinating data across the university to gather information on students, faculty, diversity, and other indicators relevant to the Title VI and Consortium priorities.

Our aim in designing evaluation goals, methods, and tools at both Centers and for the Consortium is shaped by three principles: Participatory: Experts will design evaluation methods and systems and conduct targeted assessments at regular intervals; evaluation practices will be an integral component of the entire process of program management, rather than a final adjunct to it, and will involve many participants and stakeholders in our programs. Interdisciplinary: Evaluation methods and tools will be tailored to the differing scales and nature of the projects; we will combine quantitative and qualitative methods to gain a comprehensive understanding of the impact of projects in themselves, in relation to other programs and to project goals.

Productive: Where relevant and appropriate, the results of regular data collection and evaluation will be made available to interested stakeholders who may benefit from knowledge or use of those results.

Table 9.1 Evaluation of National Needs and Outcomes			
National Need	Response to Need	Measurable Outcome	Evaluation Measures
[Core Mission] Informed citizens with LAC knowledge and global competencies relevant to a wide range of fields and careers	High quality degree programs and courses with strong enrollments;  revised/strengthened majors/minors to allow for greater interdisciplinarity	Revision of LACS major/minor (NYU); major/minor will include 25% social sciences  10% increase LACS majors; 20% increase in minors and certificates	Changes to major/minor approved by CAS; # courses in social science and humanities  # majors, minors, certificate students; focus group evaluation to improve programs and attract students
[Core Mission] Supply of specialists teaching and producing LAC knowledge; diversity such specialists	Strong support for advanced research and its dissemination in publication teaching or presentation  Mentor program for MSI and CC students to promote advanced studies	Min. 100 funded faculty research projects resulting in publication, course development  Min. 6 faculty research groups, 8 grad research colloquia, 8 joint conferences  Min. 20 students in Mentor Program	# projects funded, # resulting publications, presentations, or revised courses  # faculty and student participants in or leaders research groups, colloquia, conferences  # students in Mentor program; qualitative review work by faculty; focus group evaluation program, placement
[Core Mission, CP1, FCP2] Increased Supply of LCTL and PL speakers; diversity among those speakers	Creation of an Indigenous and Diasporic Language Consortium with Lehman to teach LCTL in credit-bearing courses  Increase # of and enrollment in advanced courses in language and area studies taught in PORT and Quechua	Mixtec, Krèyol, Nahuatl offered; min. 5 students enrolled in LCTL classes  Advanced PL courses added; Increase enrollment by 15%  Area studies courses added taught in Portuguese (2) and Quechua (1)  Revise Major /minors to include LCTLs	# courses created and approved by CAS/GSAS at each institution; frequency offered; enrollments across institutions  # major/minor/cert. students that study LCTLs and PLs;  Focus groups and surveys on student experience; tests of language proficiency  Qualitative review of syllabi, student written

Table 9.1 Evaluation of National Needs and Outcomes			
National Need	Response to Need	Measurable Outcome	Evaluation Measures
			and oral projects, student and faculty evaluations
<p>[AP]</p> <p>Strong K-12 programs that promote and enable global competencies and multilingualism for diverse student population</p>	<p>K-12 teacher training workshops, programs, and symposia, in collaboration with Schools of Education, and with other NRCs</p> <p>K-12 Teacher residency program</p>	<p>25 new teaching modules available online</p> <p>Training for minimum 1,000 K-12 teachers on LAC issues in multiple teaching disciplines.</p>	<p># educators at workshops and events</p> <p>Qualitative review of teaching modules by School of Education consultants</p> <p>Focus groups and surveys of teachers to learn materials are used in the classroom</p>
<p>[CP1]</p> <p>Globalization of curriculum in CCs and MSIs</p> <p>Greater access to international education for underserved students</p>	<p>Partnership with BMCC to support “globalizing the curriculum” initiative</p> <p>Partnership with Lehman to add Mexico-related LCTL classes (as above)</p> <p>Faculty Resource Network program</p>	<p>Addition of Mixtec at Lehman</p> <p>Support for redesign and implementation of minimum 7 Global Intensive courses in BMCC humanities offerings</p> <p>70 MSI/CC faculty in LACS FRN seminars</p>	<p># courses created or revised at BMCC and Lehman; frequency offered; enrollments</p> <p># FRN participants; focus group and survey review of impact on faculty research and teaching</p>
<p>[AP CP2]</p> <p>Meaningful LAC presence in core training of future educators</p> <p>Meaningful LAC/international presence in development of Common Core and other foundation curriculum in the public schools</p>	<p>Curriculum development program to introduce LAC content in teacher training courses</p> <p>LACS certificate for teachers at Steinhardt</p> <p>Public debate on the role of area studies in the Common Core (via TC and Steinhardt)</p>	<p>Changes to teacher training courses at both schools</p> <p>Min 5 students in Certificate enrolled by Y4</p> <p>2 policy research conferences followed by publication on area studies in common core</p>	<p>Changes to curriculum in Schools of Ed; syllabi; qualitative evaluation of LAC content in courses and/or program</p> <p>Reports published; review of their reception</p> <p>Establishment of Certificate; # students participating</p>
<p>[Core Mission, AP]</p> <p>Specialist knowledge and analysis to be more widely available, for that knowledge to impact national policy, debate, and practice</p>	<p>Consortium Portal for IDLC</p> <p>Consortium Portal for K-12</p> <p>Latin American Digital Media Initiative (LADMI)</p> <p>Livestream key events</p>	<p>Raise LAND and NACLA combined readership to min. 50,000 unique views a month by Y4 (50% increase for NACLA)</p> <p>Online multimedia lessons in LCTLs created by LCTL faculty; Quechua 6</p>	<p>LADMI web use metrics/analytics; analysis of articles and topics most consulted; reader interactive feedback; surveys and social media integration</p> <p>Metrics/analytics on use</p>

Table 9.1 Evaluation of National Needs and Outcomes			
National Need	Response to Need	Measurable Outcome	Evaluation Measures
		(150% increase); min. 9 for other LCTLs	of Portals; qualitative analysis of site via focus groups, surveys

**9.C.ii. Use of Recent Evaluations to Improve Programs.** In Spring 2014, CLACS conducted a survey of UG majors and minors in LACS as part of a wider evaluation of the UG LACS major and minor following the new tenured faculty presence in the program that studied enrollment trends, numbers of double majors and minors, the impact of study abroad on declarations of major/minors, and an analysis of course offerings over the last three years. Following the evaluation, the Dean has approved the formation of a committee to expand, improve, and revise the major/minor in the following projected ways: change of the governance oversight of the LAS major and minor to formally include CLACS faculty, rather than on an ad hoc basis, and to ensure participation from social science faculty; to create a stronger, formal integration of social science and humanities methodologies in core courses; the inclusion of “Caribbean” in the title and an increase in Caribbean content courses; and the inclusion of intermediate and advanced LCTL study as part of the major (at present it satisfies a language prerequisite).

CU partnered with Yale to offer AY Nahuatl using online technologies. Neither university provided academic credit for online instruction, and therefore the need to find an onsite instructor became evident. Cuts to the NRC prompted CU to suspend the program until adequate resources could be devoted to the initiative. Over the last year, CU devised a series of surveys and created focus groups to provide feedback in order to gauge the effectiveness of selected outreach activities and programs. The results of the K-12 surveys show that K-12 educators find value in our teacher programs and use the materials generated from these

workshops in their classrooms. However they seek additional support and materials through accessible online resources. The Consortium is devoted to develop these digital resources over the course of the grant cycle (see Criterion 8.3). Data from outreach to the general public showed that students benefit more from smaller gatherings where they can have access to the speakers. Often these speakers agree to provide valuable information to UG and grad students. These same indicators will be used in all four years and will subsequently be evaluated by an outside consultant throughout the four-year grant cycle.

**9.D. Improved Supply of Specialists.** CLACS's 2014 survey of UG majors and minors in LACS-related fields confirmed that their studies have demonstrable impact on the direction of their professional lives and their contribution to areas of national need. Of the 59% that pursue grad studies, a significant number pursue MEd, MAT, MSW, MPH, or MPA—some from CU and from NYU's nationally recognized schools of Education, Social Work, and Public Service. 75% of the total report that their LAC training prepared them for their current careers, with 36%

Table 9.2 NYC-CLAS LACS Student Placements						
		K-12	Higher Ed	Govt	Private (non-profit)	Private sector
NYU	BA	28%	13%	9%	19%	31%
	MA	6%	39%	4%	33%	18%
CU	BA	8%	57%	1%	22%	12%
	MA	15%	37%	4%	30%	14%

now working in education (28% in K-12), law (12%, many focused on immigration), medicine (8%), public health, social work, or advocacy (9%), and in the private sector (30%). CU grads similarly pursue further

grad studies (57%), work in non profits (22%), K-12 education (8%), continue their military careers (1%), or go into the private sector (12%).

CLACS MA grads pursue a range of careers, with concentrations in education (34%) or the non-profit sector generally (44%), working with such organizations as the Council of the Americas, NPR and StoryCorps, Fox News Latino, and the ACLU. The first cohorts of MA grads at ILAS

pursue doctoral or law degrees (37%), military careers (4%), K-12 education jobs (15%), private enterprise (14%), or non-profit or advocacy work (30%). MA students in Steinhardt's International Education and Community Health programs, as well as students in the Wagner School of Public Service (Wagner) and the Silver School of Social Work, enroll in LACS courses each year. Meanwhile, SIPA at CU graduates as many or more MA recipients in international affairs and public administration (a total of 713 in 2012, for example) than any other school in the nation, many of whom are exposed to LA for the first time via ILAS courses. 65% of SIPA grads with LAC background go on to careers in the national and international public services and in the international NGO community where they work on solutions to social problems. PhD students from both NYU and CU overwhelmingly find positions in higher education: of those who earned a PhD during 2010–2013, some now teach at Princeton, Harvard, and Brown as well as at the MSIs Lehman and La Guardia Community College.

**9.E.i. Activities and National Needs.** As demonstrated in Table 9.2, the Consortium's K-12, curriculum development, foreign language instruction, academic mission, and public outreach activities respond directly to national needs as articulated in the Title VI Absolute and Competitive Priorities. Section 9A outlines the placement trends of grads into areas of national need, particularly K-12 and higher education.

**9.F.i. and ii. Addressing National Needs through FLAS.** FLAS awards are granted with the aim of training students likely to work and use their language skills in areas of national need, including public education, public health, advocacy, diplomacy, and other forms of public service. Placement data for 2010–14 CU grantees show that 32% have entered or plan to enter careers in teaching; 29% have found careers in public service or the non-profit sector working for such organizations as the UN and NGOs working on global poverty alleviation or conflict



resolution; the remaining 29% found positions in various areas of private business, including media (CNN, NBC), and firms engaged in US-LA trade. At NYU, 17% of FLAS grantees have entered or plan to enter careers in teaching; 20% currently work or plan to pursue careers in public service or in the non-profit sector focusing on such issues as international development; and 17% have found careers in international journalism after completing the MA program in LAS and Journalism at NYU and now work PBS, BBC, and Fox News Latino.

#### **Criterion 10. FLAS Awardee Selection Procedure**

**10.A.i. and ii. Advertisement and Selection Plan.** The FLAS competition is open to all grad students from the GSAS and professional schools; CU also considers UG applicants. Since 2010, CU has made 20 AY FLAS awards and 12 summer FLAS awards for Portuguese, Quechua and only exceptionally for Spanish. During the same period, NYU made 20 AY FLAS awards and 19 summer FLAS awards, for the study of Quechua and Portuguese. Portuguese was awarded only at the Intermediate or Advanced level; Quechua awardees achieved Intermediate or Advanced language proficiency. In the coming cycle other LCTLs (Nahuatl, Krèyol, and Mixtec) will be available, but PLs will continue to comprise at least half of the awards. Following this cycle's new FLAS priority, we propose to award the fellowships to students with demonstrated financial need and academic merit. We will ensure that such awards are competitive and affordable to low-income students by supplementing FLAS awards to meet full tuition costs, and at NYU also paying 100% of fees and supplementing FLAS stipends by an additional 40%.

The fellowship competition and application procedures are announced on our websites as well as on the GSAS websites. We distribute print and digital flyers to academic advisors in all social science departments and professional schools, including our schools of education, SIPA, Wagner, and NYU's Silver School of Social Work. We hold informational sessions about FLAS

at the start of each semester, and enlist our faculty committees to canvas their students. In addition, past summer FLAS awardees will be asked to give a short presentation during new student orientation sessions. Applicants to CU and NYU's grad programs are encouraged to apply for FLAS fellowships via information distributed with admission materials.

The Consortium will continue to make efforts to recruit more fellows who are ethnic minorities, women, and people with disabilities, disseminating the FLAS award information through existing targeted student email lists and websites that serve these communities, such as NYU's Association of Latin@s and Allies in Public Service or the Men of Color Alliance at CU. We also collaborate with our GSAS admissions offices for which diversity in both the applicant and admission pool is a priority.

Applications for both AY and Summer FLAS fellowships are due by late February of each year. Once applications are received, the FLAS selection committees meet for selection in late March (see Table 6.1). Following review, the fellowship committees rank applicants for both AY and Summer FLAS, and the rankings are transmitted to the respective admissions and financial aid offices for administrative follow-up. In mid-April, all applicants receive written notification of the decisions. FLAS recipients are required either to accept or decline their awards in writing within one month of the notice of award.

**10.A.iii. Priorities.** See Table 11.1 on Competitive Preference Priorities.

**10.B.i. Application Process.** The application procedures for FLAS are described on our respective websites. Print material on FLAS fellowships are made available at our Centers and allied departments, and are included in our admissions packets. Applications include (1) a statement of purpose and plan of study that explains how the language will be relevant to their education and career goals, (2) two letters of recommendation, and (3) current transcript. Future

applications will include (4) a completed Free Application for Federal Student Aid (FAFSA). For Summer FLAS, applications must also include a detailed description of the language program for US/ED approval.

**10.C.i and ii. Selection Committee and Criteria.** At CU and NYU, the FLAS selection committees consist of faculty from ILAS and CLACS and representatives of the GSAS, professional schools, and language departments (see Table 6.1). Each committee member independently ranks the FLAS applicants based on US/ED priorities, evaluating personal statements, academic transcripts and recommendations. In addition to academic excellence and potential for language learning, the Committee ranks candidates on the basis of (1) their commitment to the language; (2) whether students aim to achieve advanced proficiency in PLs while on FLAS or in the future, and (3) whether students aim to use the language in future public service or teaching. The committees meet to make the final awards; among those students who ranked highest on the above criteria, priority will be given to those who also demonstrate financial need.

**Criterion 11. Competitive Preference Priorities.** The Consortium's ongoing and proposed projects meet the Absolute and Competitive Priorities for the NRC and FLAS programs

Table 11.1 Absolute and Competitive Preference Priorities		
NRC Priority	Response to Priority	Outcomes
<i>ABSOLUTE PRIORITY</i> <i>Provision for teacher training activities on the language, languages, area studies or focus of the Center</i>	K-12 teacher training workshops, programs, and symposia, in collaboration with Schools of Education, and with other NRCs K-12 Teacher residency program	Training for minimum 1,000 K-12 teachers on LAC issues in multiple teaching disciplines 25 new teaching modules
<i>NRC COMPETITIVE PRIORITY 1</i> <i>Significant and sustained collaborative Activities with one or more MSIs</i>	Creation of IDLC with Lehman to teach LCTL languages in credit-bearing courses; Use NRC funds to support the teaching of Mixtec at Lehman	Mixtec courses taught at Lehman , offered up to Intermediate level II; Circulation of students increases access to LCTLs for all, and enhances enrollments and therefore

**Table 11.1 Absolute and Competitive Preference Priorities**

NRC Priority	Response to Priority	Outcomes
<i>Incorporate international, intercultural, or global dimensions into the curriculum of the MSI or CC; and to improve foreign language, area, and international studies at the MSI or CC.</i>	allow students from all three institutions to take LCLT language courses from the other (Quechua, Mixtec, Krèyol, Nahuatl)	sustainability of course Greater access to international education for MSI students on home campus and at NYU and CU
	Partnership with BMCC to support “globalizing the curriculum” initiative, already in existence with NYU as pilot partner	Support for redesign and implementation of minimum 7 Global Intensive courses in BMCC humanities offerings
	Mentor program with NYU faculty for Lehman and BMCC students to promote LACS studies  FRN program	Support for LACS-related research and projects which students carry out as students at MSI or CC  70 MSI/CC faculty in LACS FRN seminars that alter syllabi or curricular offerings at home campus
<b>NRC COMPETITIVE PRIORITY 2</b> <i>Collaborative activities with units such as schools or colleges of education, [...] and teacher preparation programs that are designed to support the integration of an international, intercultural, or global dimension and world languages into teacher education and/or to promote the preparation and credentialing of more foreign language teachers in LCTLs</i>	Curriculum development program at NYU and CU to introduce increased LAC content in teacher training course LACS certificate for teachers at Steinhardt that includes option for LCTL study Sustained study and debate on the role of area studies in the Common Core, held in collaboration with Teachers' College and Steinhardt	Core courses and electives in teacher training incorporate more LAC material More courses are offered for Teachers College students in area studies and LCTLs LACS certificate available for Steinhardt education students 2 policy research conferences followed by publication on area studies in common core
<b>FLAS COMPETITIVE PRIORITY 1</b> <i>Preference when awarding fellowships to students who demonstrate financial need as indicated by the students' expected family contribution; how such students show potential for high academic achievement</i>	In consultation with the GSAS of both schools, the application process for FLAS will require that students file the Free Application for Federal Student Aid (FAFSA). Through federal analysis, the GSAS will obtain an expected family contribution and subtract that figure from the cost of education to arrive at a ranking of applicants based on need. The FLAS selection committees will compare the merit and need-based rankings for the final selection process, ranking highest for awards those who score high on both merit and need.	
<b>FLAS COMPETITIVE PRIORITY 2</b> <i>Propose to make 25% or more of AY FLAS fellowships in PLs</i>	At least 25 % of new FLAS awards will support study in the PLs of Brazilian Portuguese and Quechua; in practice more than 75% have been awarded for PLs. Where appropriate, our Centers will use fellowship funds to send qualified students for summer training in LCTLs at other NRC institutions.	

Project Title: New York City Consortium in Latin American Studies														
Consortium Activity														
NYU Activity														
CU Activity														
NRC BUDGET														
1. PERSONNEL														
A. Administrative														
1. Partial salary support for CU Outreach Coordinator (shared/new), 50% of salary paid by International NRC at CU, 50% paid by LA NRC using institutional funds														
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Page 45
Fringe Year 1-4 @30%		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Subtotal, Administrative		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
B. Language Instruction and Development														
Keyrol @ NYU														
2. Salary support for adjunct instructor of Keyrol with incremental course offerings @ 50% 2014-15 (1 course), 2015-16 (2 courses), (3 courses) 2016-17, @ 30% 2017-18														
		\$3,796	\$0	\$3,796	\$7,592	\$0	\$7,592	\$11,388	\$0	\$11,388	\$6,832	\$0	\$6,832	Page 41-42, 45
2 a. Fringe support for directed study in Keyrol @ 50% (Y2-4)		\$1,097	\$0	\$1,097	\$2,194	\$0	\$2,194	\$3,291	\$0	\$3,291	\$1,974	\$0	\$1,974	
Fringe @ 28.9%		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Fringe @ 28.9%		\$0	\$0	\$0	\$3,000	\$0	\$3,000	\$3,000	\$0	\$3,000	\$3,000	\$855	\$3,000	Page 41-42, 45
Nahueli (@ CU)					\$867	\$0	\$867	\$855	\$0	\$855			\$855	Page 41-42, 45
3. CU - Salary support for adjunct instructor of Nahueli 100% Y2-4 (incremental offerings in Y3-4) (CU Cost share)		\$0	\$0	\$0	\$8,000	\$8,000	\$8,000	\$0	\$18,000	\$18,000	\$0	\$12,500	\$12,500	Cp1, Page 41-42, 45
Fringe Year 2-4 @30%		\$0	\$0	\$0	\$2,640	\$2,640	\$2,640	\$2,640	\$5,940	\$5,940	\$4,125	\$4,125	\$4,125	Cp1
Subtotal, Language Instruction		\$4,893	\$0	\$4,893	\$13,653	\$10,640	\$24,293	\$18,534	\$23,540	\$42,474	\$12,661	\$16,635	\$29,286	
C. Area and Other Instruction														Page 41-42
1. Partial Support for CONACYT Post doctoral fellow, to teach courses with Mexican content (CU cost share)		\$0	\$15,000	\$15,000	\$0	\$15,000	\$15,000	\$0	\$15,000	\$15,000	\$0	\$15,000	\$15,000	Page 42
Fringe Year 1-4 @30%		\$0	\$4,500	\$4,500	\$0	\$4,500	\$4,500	\$0	\$4,500	\$4,500	\$0	\$4,500	\$4,500	
Subtotal, Area and Other Instruction		\$0	\$19,500	\$19,500	\$0	\$19,500	\$19,500	\$0	\$19,500	\$19,500	\$0	\$19,500	\$19,500	Page 42
D. Library Personnel														
1. Partial salary support for aide to bibliographer		\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	Page 43
Fringe Years 1-4 @ 30%		\$0	\$1,500	\$1,500	\$0	\$1,500	\$1,500	\$0	\$1,500	\$1,500	\$0	\$1,500	\$1,500	Page 43
E. Outreach Support Personnel														
1. Web portal assistants (2) for DLIC and K12@ 50% (240 hrs each UNIV @ 18\$/hr		\$4,320	\$4,320	\$8,640	\$4,320	\$4,320	\$8,640	\$4,320	\$4,320	\$8,640	\$4,320	\$4,320	\$8,640	Page 42, 44, 45
Fringe Years 1-4 @ 28.9% NYU, 30% CU		\$1,248	\$1,296	\$2,544	\$1,248	\$1,296	\$2,544	\$1,248	\$1,286	\$2,544	\$1,248	\$1,296	\$2,544	
2. K12 Outreach student assistants (2) @ 50% (240 hrs each UNIV @ 18\$/hr		\$4,320	\$4,320	\$8,640	\$4,320	\$4,320	\$8,640	\$4,320	\$4,320	\$8,640	\$4,320	\$4,320	\$8,640	Page 42, 44
Fringe Years 1-4 @ 28.9% NYU, 30% CU		\$1,248	\$1,296	\$2,544	\$1,248	\$1,296	\$2,544	\$1,248	\$1,296	\$2,544	\$1,248	\$1,296	\$2,544	
3. Post-secondary (MS/CO) Program student assistant @ 33% 160hrs @ 18\$/hr		\$2,880	\$0	\$2,880	\$2,880	\$0	\$2,880	\$2,880	\$0	\$2,880	\$2,880	\$0	\$2,880	Cp1, Page 42
Fringe Years Y1-4 @ 28.9%		\$832	\$0	\$832	\$832	\$0	\$832	\$832	\$0	\$832	\$832	\$0	\$832	Cp1
4. LADMI Student Assistant @ 33% 160hrs @18\$/hr		\$2,880	\$0	\$2,880	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Page 40, 42, 43
Fringe Year 1 @ 28.9%		\$832	\$0	\$832	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Subtotal, Library and Outreach Support Personnel		\$18,560	\$17,732	\$36,292	\$14,848	\$17,732	\$32,580	\$14,848	\$17,732	\$32,581	\$14,849	\$17,732	\$32,581	Page 40-44
SUBTOTAL, PERSONNEL		\$23,463	\$31,232	\$60,695	\$28,501	\$47,872	\$76,373	\$33,383	\$61,172	\$94,555	\$27,511	\$53,657	\$81,368	
A. Foreign Travel														
1. One trip to Latin America for Center Director or other Faculty to develop linkages 1 @ \$1,500		\$1,500	\$1,500	\$3,000	\$2,000	\$1,500	\$3,500	\$0	\$1,500	\$1,500	\$1,500	\$1,500	\$3,000	Page 43
2. Support for library staff (subject librarian) to travel to Latin America for purposes of acquisitions, 1 @750		\$750	\$750	\$1,500	\$750	\$750	\$1,500	\$750	\$750	\$1,500	\$750	\$750	\$1,500	Page 43
3. Partial support faculty research in LAC @ 1,500-2,000/ea		\$20,000	\$20,000	\$40,000	\$15,500	\$20,000	\$35,500	\$16,000	\$15,000	\$30,000	\$15,500	\$15,000	\$30,500	Page 43
Subtotal, Foreign Travel		\$22,250	\$22,250	\$44,500	\$18,250	\$22,250	\$40,500	\$16,750	\$17,250	\$33,000	\$17,750	\$17,250	\$33,000	
B. Domestic Travel														
1. Partial support for priority language and LCITL faculty to attend area-related meetings, including MOPI workshop for LCITL instructors @ \$500-750 each		\$2,500	\$2,500	\$5,000	\$2,500	\$2,500	\$5,000	\$2,500	\$2,000	\$4,500	\$2,500	\$2,000	\$4,500	Page 42
2. Support for Outreach Coordinator to establish regional outreach linkages, 1 @ \$750		\$750	\$750	\$1,500	\$750	\$750	\$1,500	\$750	\$750	\$1,500	\$750	\$750	\$1,500	Page 42
3. Partial support for staff travel for professional development, 2 @ \$250		\$500	\$500	\$1,000	\$500	\$500	\$1,000	\$500	\$500	\$1,000	\$500	\$500	\$1,000	Page 43
4. Participation in NRC meetings for program Directors		\$1,000	\$1,000	\$2,000	\$1,000	\$0	\$1,000	\$1,000	\$0	\$1,000	\$1,000	\$1,000	\$2,000	Page 43



Project Title: New York City Consortium in Latin American Studies														
Consortium Activity														
NYU Activity														
CU Activity														
NRC BUDGET														
Subtotal, Domestic Travel														
SUBTOTAL, TRAVEL														
3. SUPPLIES														
A. Library [Core mission]														
1. Library acquisitions for non-text/special collections acquisitions and cooperative collection development														
B. General														
1. Marketing Materials - Consortium annual report and newsletter, production and dissemination														
C. Priority Lang. and LCIT Course development [Core mission]														
1. Mixtec language new course development and teaching materials (labs, technology, a-v materials) @ Lehman														
2. Quechua language teaching materials (labs, technology, a-v materials) for intermediate and new advanced courses														
3. Portuguese language teaching materials (labs, technology, a-v materials) for new advanced courses														
4. Kreyol language new course development and teaching materials (labs, technology, a-v materials)														
5. Nahuatl language new course development and teaching materials (labs, technology, a-v materials)														
D. K-12 Outreach [API]														
1. Materials K-12 Teacher conferences and in-school lectures (curriculum, printing, and marketing)														
2. Materials to incorporate lesson plans, curriculum development tools on website (including Indocumenaries and MACLA)														
SUBTOTAL, SUPPLIES														
4. OTHER														
A. K-12 Outreach Activities [API]														
1. K12 teacher conferences and training workshops for teachers in partnership with Education Schools														
2. K-12 teacher fellows program to develop LACS K-12 curriculum (\$ @ \$500)														
3. In-school LACS programs and online resource development (CU cost share)														
B. Post-Secondary Outreach [CP1]														
1. Partnership with BMCC to globalize curriculum (support for workshops, course development, faculty development)														
2. Content course at Faculty Resource Network Summer program on LAS														
3. Research Mentoring for Undergraduates at local MSIs/CCs: stipend for faculty mentors 5 @ \$500 (NYU provides student fellowships)														
4. Indocumenaries College curriculum materials: Collaboration with MSIs and CCs; with other NRCs incl. LUISGOSOSIN														
1. Lehman—Salary support for adjunct instructor of Mixtec with incidental course offerings @ 100% Y1-4														
Fringe @ 33%														
C. School of Education course development [CP2]														
1. Stenhardt integration of LACS into core/social foundations teacher training and electives: workshops, course development funds														
2. Course development funds for Teachers College faculty for area studies and indigenous language course development 2. @ \$1000 (CU cost match)														
D. Outreach to Business, Media, Alumni, General Public [Title VI general mission]														
1. Annual Joint Conference w/ CU (speakers fees, airfare, lodging, web presence) [CU/NYU cost share]														
2. Multidisciplinary Research Colloquia with public outreach and graduate course (speakers fees, airfare, lodging, web presence)														
Narrative Ref.														

Project Title: New York City Consortium in Latin American Studies													
Consortium Activity													
NYU Activity													
CU Activity													
NRC BUDGET		AY 2014-15											Narrative Ref.
3. Indocumenaries film festival (production costs; talkbacks with filmmakers; development of teaching resources for all firms) (NYU with Cinema Tropical; Lehman College with other NRCs; and UWMiscosini)		\$2,000	\$0	\$2,000	\$1,000	\$0	\$1,000	\$1,000	\$0	\$1,000	\$1,000	\$0	\$1,000 Page 43
4. LADMI Media consultant stipend, decreasing over implementation of project		\$5,000	\$0	\$5,000	\$4,000		\$4,000	\$2,000	\$0	\$2,000	\$1,000	\$0	\$1,000 Page 43
5. Mexico in NY Community outreach program (documentary, music, education) CU cost match		\$0	\$5,000	\$5,000	\$0	\$3,000	\$3,000	\$0	\$1,950	\$1,950	\$0	\$2,000	\$2,000 Page 43
E. Academic Initiatives (Core mission)													
1. Brazil Initiative (major/minor development and outreach; events, lectures, conferences, collaboration with NYC museums and presenting venues) with matching funds by NYU and CU		\$3,000	\$3,000	\$6,000	\$3,000	\$1,000	\$4,000	\$2,500	\$1,000	\$3,500	\$2,500	\$1,000	\$3,500 Page 43
2. Indigenous Language Consortium Initiative - lectures, workshops (CU, NYU, LC)		\$1,000	\$2,500	\$3,500	\$1,000	\$1,500	\$2,500	\$1,000	\$750	\$1,750	\$1,000	\$1,500	\$2,500 Page 43
3. Caribbean Initiative (major/minor development and outreach; conferences, lectures, artistic events, undergrad outreach; includes cosponsorships with other programs) @ with 50% match by NYU		\$3,000	\$0	\$3,000	\$3,000	\$0	\$3,000	\$2,000	\$0	\$2,000	\$2,500	\$0	\$2,500 Page 43
4. Andean Initiative (major/minor development and outreach; Runasimi Quechua community outreach; conferences, lectures, artistic events, undergrad outreach; includes cosponsorships with other programs, with 50% match by NYU		\$3,000	\$0	\$3,000	\$3,000	\$0	\$3,000	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500 Page 43
5. Latin American Digital Media Initiative (professional development workshops, collaboration with Journalism; K12 events, roundtables, publication launch, NACLAradio, outreach to latin american media)		\$3,000	\$0	\$3,000	\$3,000	\$0	\$3,000	\$2,000	\$0	\$2,000	\$2,000	\$0	\$2,000 Page 43
6. Mexico Initiative (outreach with international agencies and universities) CU cost match		\$0	\$3,000	\$3,000	\$0	\$3,500	\$3,500	\$0	\$1,500	\$1,500	\$0	\$1,500	\$1,500 Page 43
E. Faculty Working Groups													Page 43
Faculty led interdisciplinary workshops, lectures, and other public events													
1. Working group on Latin American History (NYU, CU, CUNY)		\$2,500	\$2,500	\$5,000	\$2,500	\$2,500	\$5,000	\$2,500	\$2,500	\$5,000	\$2,500	\$2,500	\$5,000 Page 43
2. Working group Global Indigenous Studies (NYU, CU, Lehman)		\$1,500	\$2,500	\$4,000	\$1,500	\$2,500	\$4,000	\$1,500	\$1,500	\$3,000	\$1,500	\$1,500	\$3,000 Page 43
3. Working group on Contemporary Racisms in the Americas, collaboration with UT Austin, Universidad de los Andes, Bolivia		\$2,000	\$0	\$2,000	\$2,000	\$0	\$2,000	\$1,500	\$0	\$1,500	\$1,500	\$0	\$1,500 Page 43
G. Evaluation (Title VI requirement)													
1. Outcome-oriented Performance Measurement System: design, implementation (with 50% match @CU, 100% match at NYU)		\$4,000	\$4,000	\$8,000	\$1,000	\$3,000	\$4,000	\$1,000	\$0	\$1,000	\$1,000	\$2,500	\$3,500 Page 44, 51-54
2. Evaluations of Academic Outcomes		\$0	\$1,000	\$1,000	\$1,000	\$0	\$1,000	\$1,000	\$1,000	\$2,000	\$1,000	\$1,000	\$2,000 Page 44, 51-54
SUBTOTAL OTHER		\$68,325	\$46,625	\$115,150	\$70,975	\$44,475	\$115,450	\$68,800	\$40,000	\$108,800	\$71,625	\$46,625	\$118,250
SUMMARY OF DIRECT COSTS		AY 2014-15		AY 2015-16		AY 2016-17		AY 2017-18					
A. SALARIES		\$18,196	\$28,640	\$46,836	\$22,112	\$36,640	\$58,732	\$25,908	\$46,640	\$72,548	\$21,332	\$41,140	\$62,492 Page 40 - 45
B. FRINGE BENEFITS		\$3,257	\$8,592	\$13,849	\$6,389	\$11,232	\$17,621	\$7,475	\$14,532	\$22,007	\$6,159	\$12,717	\$18,876 Page 40 - 45
C. TRAVEL		\$27,000	\$27,000	\$24,000	\$23,000	\$26,000	\$49,000	\$20,500	\$20,500	\$41,000	\$22,500	\$21,500	\$44,000 Page 42 - 43
D. SUPPLIES		\$12,250	\$19,000	\$31,250	\$10,000	\$13,000	\$23,000	\$9,511	\$10,000	\$19,511	\$9,761	\$10,000	\$19,761 Page 43 - 45
E. OTHER		\$98,325	\$46,825	\$115,150	\$70,975	\$44,475	\$115,450	\$68,800	\$40,000	\$108,800	\$71,625	\$46,625	\$118,250
TOTAL DIRECT COSTS		\$131,028	\$130,057	\$261,085	\$132,476	\$131,347	\$263,823	\$132,194	\$131,672	\$263,866	\$131,397	\$131,982	\$263,379
TOTAL INDIRECT COSTS (8%)		\$10,482	\$12,405	\$22,887	\$10,598	\$10,508	\$21,106	\$10,576	\$10,534	\$21,109	\$10,572	\$10,559	\$21,070
GRAND NRC TOTAL		\$141,510	\$142,462	\$283,972	\$143,074	\$141,855	\$284,929	\$142,770	\$142,206	\$284,976	\$141,908	\$142,541	\$284,449
TOTAL FLAS BUDGET		\$162,000	\$162,000	\$324,000	\$162,000	\$162,000	\$324,000	\$162,000	\$162,000	\$324,000	\$162,000	\$162,000	\$324,000
TOTAL FEDERAL REQUEST		\$303,510	\$304,462	\$607,972	\$305,074	\$303,855	\$608,929	\$304,770	\$304,206	\$609,976	\$303,908	\$304,541	\$608,449

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization  
**Lead: The Trustees of Columbia University in the City of New York**  
**Partner: New York University**

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$46,836	\$58,752	\$72,548	\$62,492		\$240,628
2. Fringe Benefits	\$13,849	\$17,621	\$22,007	\$18,876		\$72,353
3. Travel	\$54,000	\$49,000	\$41,000	\$44,000		\$188,000
4. Equipment						
5. Supplies	\$31,250	\$23,000	\$19,512	\$19,761		\$93,522
6. Contractual						
7. Construction						
8. Other	\$117,150	\$115,450	\$108,800	\$118,250		\$459,650
9. Total Direct Costs (lines 1-8)	\$263,085	\$263,823		\$263,379		\$1,054,153
10. Indirect Costs*	\$21,047	\$21,106	\$21,109	\$21,070		\$84,332
11. Training Stipends	\$324,000	\$324,000	\$324,000	\$324,000		\$1,296,000
12. Total Costs (lines 9-11)	\$608,132	\$608,929	\$608,976	\$608,449		\$2,434,485

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2013 To: 6/30/2014 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS (Dept. of Health and human Services)

The Indirect Cost Rate is 31 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %.



Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

## Appendix II — Courses

Project Title: New York City Consortium in Latin American Studies

NAME	RANK	% LAS CARIBBEAN	CU/NYU	Page
<b>Administration Leadership and Technology</b>				
Anderson, Gary	Professor	25	NYU	67
<b>Anthropology</b>				
D'Altroy, Terence	Professor	100	CU	17
Gregory, Steven	Associate Professor	25	CU	25
Lomnitz, Claudio	Professor	100	CU	34
Taussig, Michael	Professor	100	CU	60
Khan, Aisha	Associate Professor	100	NYU	95
Schieffelin, Bambi	Professor	25	NYU	119
Stout, Noelle	Assistant Professor	75	NYU	125
<b>Applied Psychology</b>				
Ali, Alisha	Associate Professor	25	NYU	65
Melzi, Gigliana	Associate Professor	100	NYU	102
Way, Niobe	Professor	25	NYU	131
<b>Architecture, Planning, and Preservation</b>				
Irazabal, Clara	Assistant Professor	100	CU	28
Otero Pailos, Jorge	Assistant Professor	100	CU	44
Solomonoff, Galia	Adjunct Assistant Professor	25	CU	56
<b>Art &amp; Art History, Museum Studies</b>				
Pasztor, Esther	Professor	100	CU	45
Altshuler, Bruce J	Clinical Professor	25	NYU	66
Martin, Randy	Professor	25	NYU	101
Basilio, Miriam	Associate Professor	75	NYU	68
Shohat, Ella	Professor	25	NYU	121
Sullivan, Edward J	Professor	100	NYU	126
<b>Business</b>				
Arzac, Enrique	Professor	25	CU	4
Beim, David	Professor	25	CU	7
Calomiris, Charles	Professor	25	CU	9
Fraiman, Nelson	Professor	50	CU	21
Griffith Jones, Stephany	Executive Director	25	CU	24
Katz, Raul	Adjunct Senior Research Scholar	100	CU	29
Stier, Nicholas	Assistant Professor	25	CU	59
Weintraub, Gabriel	Associate Professor	100	CU	64
Caldentey, René A	Associate Professor	25	NYU	74
Esponda, Ignacio	Assistant Professor	25	NYU	84
Natividad, Gabriel	Assistant Professor	25	NYU	106
Pagnotta, Emiliano	Assistant Professor	25	NYU	110
Sharlach, Jeffrey	Adjunct Associate Professor	25	NYU	120
Tandon, Chandrika	Executive in Residence	25	NYU	126
<b>Cinema Studies/Film</b>				
Peña, Richard	Professor	100	CU	46
Guerrero, Ed	Associate Professor	25	NYU	91
Stam, Robert	Professor	50	NYU	124
<b>Comparative Literature</b>				
Negron Muntaner Frances	Associate Professor	100	CU	41

## Appendix II — Courses

### Project Title: New York City Consortium in Latin American Studies

NAME	RANK	% LAS	CU/NYU	Page
<b>Creative Writing</b>				
Machado, Eduardo	Arts Professor	25	NYU	99
<b>Comparative Cultural and Ethnic Studies</b>				
Beltran, Cristina	Associate Professor	50	NYU	70
Dash, Jean Michel	Professor	100	NYU	79
Flores, Juan	Professor	50	NYU	86
Pratt, Mary L	Professor	100	NYU	113
Saldaña, Maria Josefina	Associate Professor	75	NYU	118
Davila, Arlene	Professor	100	NYU	80
Rosaldo, Renato	Professor	50	NYU	117
Hubbard, Edward Akintola	Assistant Professor/Faculty Fellow	75	NYU	93
<b>Earth Institute</b>				
Baethgen, Walter	Director, Latin American Program	100	CU	5
Palm, Cheryl	Senior Research Scientist	25	CU	44
Sanchez, Pedro	Senior Research Scholar	50	CU	55
<b>Economics</b>				
Guillermo Calvo	Professor	100	CU	10
Alan Dye	Associate Professor	100	CU	19
Francisco Rivera Batiz	Professor	100	CU	51
Miguel Urquiola	Associate Professor	100	CU	62
Graciela Chichilnisky	Professor	25	CU	13
Jeffrey Sachs	Professor	25	CU	55
Brown, Ernest	Adjunct	100	NYU	72
Fernandez, Raquel	Professor	25	NYU	85
Thom, Kevin Edward	Assistant Professor	50	NYU	127
<b>Ecology, Evolution, and Environmental Biology</b>				
McGuire, Krista	Assistant Professor	50	CU	36
Pinedo Vasquez, Miguel	Associate Research Scientist	75	CU	48
Uriarte, Maria	Associate Professor	50	CU	62
<b>Education</b>				
Bartlett, Leslie	Associate Professor	75	CU	7
Comitas, Lambros	Professor	100	CU	14
Cortina, Regina	Professor	100	CU	15
Crowley, Catherine	Senior Lecturer	50	CU	16
Friedrich, Daniel	Assistant Professor	50	CU	21
Glover, Kaiama L.	Associate Professor	75	CU	23
Torres Guzman, Maria	Associate Professor	25	CU	26
Levin, Henry	Professor	25	CU	32
Souto-Manning, Mariana	Associate Professor	100	CU	57
Noguera, Pablo	Peter L. Agnew Professor of Education	25	NYU	109
Montgomery, David	Assistant Professor	25	NYU	104
Santiago-Jirau, Alexander	Adjunct Professor	50	NYU	119
Llosa, Lorena	Associate Professor	25	NYU	97
Ebsworth, Miriam Eisenstein	Associate Professor	50	NYU	82
Nero, Shondell	Associate Professor	75	NYU	108
Doucet, Fabienne	Associate Professor of Education	100	NYU	82
Fraser-Abder, Pamela	Professor	25	NYU	87

## Appendix II — Courses

### Project Title: New York City Consortium in Latin American Studies

NAME	RANK	% LAS	CU/NYU	Page
<b>Engineering</b>				
Gallego, Guillermo	Professor	25	CU	22
<b>History</b>				
Coatsworth, John H.	Provost and Professor	100	CU	13
Kobrin, Rebecca	Assistant Professor	100	CU	30
Lightfoot, Natasha	Assistant Professor	50	CU	32
Milanich, Nara	Associate Professor	100	CU	38
Moya, Jose	Professor	100	CU	40
Piccato, Pablo	Professor	100	CU	47
Pizzigoni, Caterina	Associate Professor	100	CU	50
Stepan, Nancy	Professor	100	CU	58
Benton, Lauren	Silver Professor, Professor of History	25	NYU	70
Ferrer, Ada	Professor	100	NYU	85
Grandin, Gregory	Professor	100	NYU	91
Thomson, Sinclair	Associate Professor	75	NYU	128
Weinstein, Barbara	Silver Professor, Professor of History	100	NYU	132
	Silver Professor, Professor of Anthropology, Faculty Director, CHRGJ			
Merry, Sally		25	NYU	103
<b>Interdisciplinary Studies</b>				
Baiocchi, Gianpaolo	Associate Professor	75	NYU	69
Cordova, Amalia	Adjunct Instructor	100	NYU	133
Polyné, Millery	Associate Professor	75	NYU	113
Soto, Marie Cruz	Clinical Assistant Professor	100	NYU	78
Velasco, Alejandro	Assistant Professor	100	NYU	130
<b>International Affairs</b>				
Deseglise, Christian	Adjunct Professor	25	CU	18
Fishlow, Albert	Professor Emeritus	100	CU	20
Guerschanik Calvo, Sara	Lecturer	100	CU	25
Lagunes, Paul F.	Assistant Professor	75	CU	31
Lindenmayer, Elisabeth	Adjunct Professor	100	CU	33
Martin, Paul	Adjunct Professor	25	CU	37
Nelson, Anne	Adjunct Associate Professor	25	CU	41
Ocampo, Jose Antonio	Professor	100	CU	43
Radon, Jenik	Adjunct Professor	25	CU	50
Sotelino, Fernando	Adjunct Professor	100	CU	57
Trebat, Thomas	Adjunct Professor	100	CU	61
Verhoogen, Eric	Assistant Professor	100	CU	63
<b>Journalism</b>				
John Dinges	Professor	75	CU	18
Mirta Ojito	Assistant Professor	100	CU	42
<b>Latin American and Caribbean Studies</b>				
Crahan, Margaret	Professor Emerita	100	CU	11
Azenha, Gustavo	Lecturer and Director	100	CU	4
Calla, Pamela	Clinical Associate Professor	100	NYU	74
Gonzales Jimenez, Odi	Language Lecturer, Quechua	100	NYU	90
Jorge Castañeda	Global Distinguished Professor	100	NYU	76
Fischer, Sibylle	Associate Professor	100	NYU	86
Lane, Jill Meredith	Associate Professor	100	NYU	96
Lucas, Peter	Adjunct Professor	100	NYU	98

**Appendix II — Courses****Project Title: New York City Consortium in Latin American Studies**

<b>NAME</b>	<b>RANK</b>	<b>% LAS</b>	<b>CU/NYU</b>	<b>Page</b>
Perez Morales, Edgardo	Assistant Professor / Faculty Fellow	100	NYU	105
Smith, Katherine	Assistant Professor / Faculty Fellow	100	NYU	122
Abercrombie, Thomas	Associate Professor	75	NYU	65
Robbins, Dylon	Assistant Professor	100	NYU	116
<b>Law</b>				
Barenberg, Mark	Professor	50	CU	6
Chapnick, Ellen	Dean for Social Initiatives	25	CU	12
Garro, Alejandro	Adjunct Professor	100	CU	23
Lothian, Tamara	Adjunct Professor	100	CU	34
Pistor, Katherine	Adjunct Professor	25	CU	49
Rios-Font, Wadda	Chair and Professor	50	CU	51
Sauvant, Karl	Adjunct Professor	100	CU	56
Alvarez, José Enrique	Professor	25	NYU	66
Marotta-Wurgler, Florencia	Professor	25	NYU	100
<b>Liberal Studies</b>				
Meruane, Lina	Master Teacher of Global Studies	25	NYU	104
Navia, Patricio	Master Teacher of Global Studies	100	NYU	107
Ramos, Luis		75	NYU	114
<b>Linguistics</b>				
Blake, Renee A	Associate Professor	75	NYU	71
Gallagher, Gillian	Assistant Professor	75	NYU	89
Guy, Gregory	Professor	75	NYU	92
Singler, John V	Professor	50	NYU	122
<b>Media/Communication</b>				
Piñon, Juan	Associate Professor	100	NYU	112
<b>Medicine</b>				
Bertelsen, Nathan	Assistant Professor; Course Dir Global Health Selective; Assoc Med Dir BV/NYU Pgm Survivors of Torture Clinical Assistant Professor of Music	25	NYU	71
Howard-Spink, Sam	Business		CU	
Lantigua, Rafael	Professor	50	CU	31
Maldonado, Thomas	Associate Professor	25	NYU	100
Moran, Andrew E.	Assistant Professor	50	CU	39
Rey, Mariano	Assistant Professor	25	NYU	115
Taylor, Barbara	Instructor	50	CU	60
Tupe, Deborah	Assistant Professor	100	CU	61
<b>Music</b>				
Fox, Aaron	Associate Professor	25	CU	20
Ochoa, Ana Maria	Associate Professor	100	CU	43
Washburne, Christopher	Associate Professor	50	CU	64
<b>Nursing</b>				
Richard Garfield	Clinical Professor	25	CU	22
Naegle, Madeline		25	NYU	106
Newlin, Kelly	Assistant Professor	25	NYU	108
Rosenberg, Marie Claire	Assistant Professor	25	NYU	117
Shedlin, Michelle	Professor	50	NYU	121

## Appendix II — Courses

### Project Title: New York City Consortium in Latin American Studies

NAME	RANK	% LAS	CU/NYU	Page
Squires, Allison			50 NYU	123
Political Science & Public Management				
Chalmers, Douglas	Professor Emeritus	75	CU	12
de la Garza, Rodolfo	Professor	75	CU	17
Kaufman, Robert	Adjunct Professor	100	CU	29
Mares, Isabela	Professor	50	CU	37
Martin, Scott	Adjunct Assistant Professor	100	CU	38
Murilo, Victoria	Professor	100	CU	40
Pinto, Pablo	Assistant Professor	75	CU	48
Stepan, Alfred	Professor	50	CU	58
Spanakos, Anthony	Adjunct Professor	75	NYU	124
Cohen, Youseff	Associate Professor	50	NYU	77
Prezeworski, Adam	Professor	25	NYU	114
Public Health				
Abraido-Lanza, Ana	Associate Professor	100	CU	1
Barber-Madden, Rosemary	Clinical Professor Emeritus	100	CU	5
Fuster, Melissa	Assistant Professor/Faculty Fellow	100	NYU	88
Ruiz, Yumary	Clinical Assistant Professor	50	NYU	118
Macinko, James	Associate Professor	50	NYU	99
Ospina, Sonia M.	Professor	75	NYU	109
Performance Studies				
Browning, Barbara	Professor	75	NYU	72
Lepecki, Andre	Associate Professor	50	NYU	97
Ritchin, Fred	Professor	25	NYU	116
Portuguese				
Castellanos, Jose Antonio	Lecturer and Director	100	CU	11
Huback, Ana Paula	Lecturer		CU	28
Nemi Neto, Joao	Lecturer	100	CU	42
Ayres, Miriam M	Senior Language Lecturer	100	NYU	68
Veloso da Silva, Carlos	Senior Language Lecturer	100	NYU	131
Psychiatry				
Cabassa, Leopoldo	Associate Professor	100	CU	9
Carballo-Dieguez, Alex	Professor	50	CU	10
Duarte, Cristiane	Assistant Professor	100	CU	19
Wainberg, Milton	Associate Professor	100	CU	63
Public Policy				
Iskander, Natasha	Associate Professor	50	NYU	94
Gershman, John	Clinical Associate Professor	25	NYU	87
Social Work				
Cabassa, Leopoldo	Associate Professor	100	CU	9
Pinto, Rogerio	Assistant Professor	50	CU	49
Yellowhorse Brave Heart, Maria Y.	Associate Professor	25	CU	26

## Appendix II — Courses

### Project Title: New York City Consortium in Latin American Studies

NAME	RANK	% LAS	CU/NYU	Page
Carten, Alma J.	Associate Professor; McSilver Faculty Fellow	25	NYU	75
Goldin, Liliana	Professor of Social Work; McSilver Faculty Fellow; Center for Latino Adolescent and Family Health Faculty Fellow	75	NYU	89
Guilamo-Ramos, Vincent	Co-director of CLAFH and Professor of Social Work; Associate Dean for Research; Co-director, Center for Latino Adolescent and Family Health	75	NYU	92
Jaccard, James	Researcher and Associate Professor	25	NYU	94
Munson, Michelle R.	Adjunct instructor, Senior Research Coordinator	25	NYU	105
Pardo, Gisselle	Adjunct instructor, Deputy Director	25	NYU	111
Parker, Gary		25	NYU	111
<b>Sociology</b>				
Lu, Yao	Assistant Professor	25	CU	35
Corradi, Juan E	Professor	75	NYU	78
Goodwin, Jeffrey	Professor	50	NYU	90
Jasso, Guillermina	Silver Professor, Professor of Sociology	50	NYU	95
Torche, Florencia	Associate Professor	50	NYU	128
<b>Sociomedical Sciences</b>				
Hirsch, Jennifer	Associate Professor	50	CU	27
Parker, Richard	Professor and Chair	50	CU	45
<b>Spanish and Latin American Language and Literature</b>				
Abraham, Lee B.	Lecturer	100	CU	1
Alonso, Carlos	Professor and Dean	100	CU	2
Alonso-Aparicio, Irene	Lecturer	100	CU	2
Arce-Fernandez, Isaura	Associate Lecturer	100	CU	3
Barriandos, Joaquin	Assistant Professor	100	CU	6
Bentancor, Orlando	Assistant Professor	100	CU	8
Briggs, Ronald	Assistant Professor	100	CU	8
Craig-Florez, Angelina	Lecturer	100	CU	15
Crapotta, James	Senior Lecturer	100	CU	16
Grieve, Patricia	Professor	100	CU	24
Horn, Maya	Associate Professor	100	CU	27
Llopis-Garcia, Reyes	Lecturer	100	CU	33
Lozano, Maria Eugenia	Associate Lecturer	100	CU	35
MacAdam, Alfred	Professor	100	CU	36
Montaldo, Graciela	Professor	100	CU	39
Perez-Firmat, Gustavo	Professor	100	CU	46
Perez-Zapatero, Javier	Associate Lecturer	100	CU	47
Rios Font, Wadda	Professor and Chair	100	CU	51
Romero, Diana	Lecturer	100	CU	52
Rosales Varo, Francisco	Lecturer	100	CU	52
Rozencvaig, Perla	Lecturer	100	CU	53
Ruiz-Campillo, Jose Placido	Lecturer	100	CU	53
Ruiz Fajardo, Guadalupe	Senior Lecturer	100	CU	54
Russo, Alessandra	Associate Professor	100	CU	54
Suarez-Garcia, Jesus	Senior Associate Lecturer	100	CU	59
Amelio, Laura	Senior Language Lecturer	100	NYU	67

## Appendix II — Courses

### Project Title: New York City Consortium in Latin American Studies

NAME	RANK	% LAS	CU/NYU	Page
Basterra, Gabriela S	Associate Professor	50	NYU	69
Burgos, Felix Manuel	Language Lecturer	100	NYU	73
Cameron, Brian	Assistant Professor / Faculty Fellow	25	NYU	73
Cleves, Tirso	Language Lecturer	100	NYU	76
Davila, Maria L	Clinical Associate Professor	100	NYU	80
Del Risco, Enrique	Language Lecturer	100	NYU	79
Dopico Black, Georgina	Associate Professor	50	NYU	81
Elorrieta, Jabier	Clinical Associate Professor	100	NYU	83
Eltit, Diamela	Global Distinguished Professor	100	NYU	83
Fernandez, James	Associate Professor	50	NYU	84
Giorgi, Gabriel	Associate Professor	100	NYU	88
Hernandez-Cabrera, Heriberto	Senior Language Lecturer	100	NYU	93
Labanyi, Josephine	Professor	25	NYU	96
Lopez-Garcia, Anabel	Senior Language Lecturer	100	NYU	98
Martinez, Carlos F	Senior Language Lecturer	100	NYU	101
Masi, Perla	Assistant Professor/Faculty Fellow	100	NYU	102
Mendelson, Jordana	Associate Professor	100	NYU	103
Nemethy, Judith	Clinical Professor	100	NYU	107
Pak, Anabela	Language Lecturer	100	NYU	110
Peixoto, Marta	Associate Professor	100	NYU	112
Rios Avila, Ruben	Professor	100	NYU	115
Segura, Eduardo	Language Lecturer	100	NYU	120
Sooudi, Roxanna	Language Lecturer	100	NYU	123
Subirats, Eduardo	Professor	50	NYU	125
Torres-Rodriguez, Laura	Assistant Professor	100	NYU	129
Tortorici, Zeb	Assistant Professor	100	NYU	129
Truzman, Esther	Senior Language Lecturer	100	NYU	130
Zemborain, Lila	Clinical Associate Professor	100	NYU	132
Zubietta, Maria J	Clinical Associate Professor	100	NYU	133
Dopico, Ana	Associate Professor	75	NYU	81
Taylor, Diana	University Professor	100	NYU	127

ADMINISTRATIVE	RANK	% LAS / CARIBBEAN	CU/NYU	
Andrade, Esteban	Program Manager	100	CU	3
Colon-Fermin, Maritza E.	Executive Director	100	CU	14
Kwon-Ahn, Eliza	Student Affairs Coordinator	100	CU	30

ADMINISTRATIVE	RANK	% LAS / CARIBBEAN	CU/NYU	
Cordova, Amalia	Assistant Director	100	NYU	133
Barron, Kyle	Outreach Administrator	100	NYU	133
Buch, Lisa	Administrative Assistant	100	NYU	133



## Appendix II — Courses

### Project Title: New York City Consortium in Latin American Studies

NAME	RANK	% LAS CARIBBEAN	CU/NYU	Page
<b>Administration Leadership and Technology</b>				
Anderson, Gary	Professor	25	NYU	67
<b>Anthropology</b>				
D'Altroy, Terence	Professor	100	CU	17
Gregory, Steven	Associate Professor	25	CU	25
Lomnitz, Claudio	Professor	100	CU	34
Taussig, Michael	Professor	100	CU	60
Khan, Aisha	Associate Professor	100	NYU	95
Schieffelin, Bambi	Professor	25	NYU	119
Stout, Noelle	Assistant Professor	75	NYU	125
<b>Applied Psychology</b>				
Ali, Alisha	Associate Professor	25	NYU	65
Melzi, Gigliana	Associate Professor	100	NYU	102
Way, Niobe	Professor	25	NYU	131
<b>Architecture, Planning, and Preservation</b>				
Irazabal, Clara	Assistant Professor	100	CU	28
Otero Pailos, Jorge	Assistant Professor	100	CU	44
Solomonoff, Galia	Adjunct Assistant Professor	25	CU	56
<b>Art &amp; Art History, Museum Studies</b>				
Pasztor, Esther	Professor	100	CU	45
Altshuler, Bruce J	Clinical Professor	25	NYU	66
Martin, Randy	Professor	25	NYU	101
Basilio, Miriam	Associate Professor	75	NYU	68
Shohat, Ella	Professor	25	NYU	121
Sullivan, Edward J	Professor	100	NYU	126
<b>Business</b>				
Arzac, Enrique	Professor	25	CU	4
Beim, David	Professor	25	CU	7
Calomiris, Charles	Professor	25	CU	9
Fraiman, Nelson	Professor	50	CU	21
Griffith Jones, Stephany	Executive Director	25	CU	24
Katz, Raul	Adjunct Senior Research Scholar	100	CU	29
Stier, Nicholas	Assistant Professor	25	CU	59
Weintraub, Gabriel	Associate Professor	100	CU	64
Caldentey, René A	Associate Professor	25	NYU	74
Esponda, Ignacio	Assistant Professor	25	NYU	84
Natividad, Gabriel	Assistant Professor	25	NYU	106
Pagnotta, Emiliano	Assistant Professor	25	NYU	110
Sharlach, Jeffrey	Adjunct Associate Professor	25	NYU	120
Tandon, Chandrika	Executive in Residence	25	NYU	126
<b>Cinema Studies/Film</b>				
Peña, Richard	Professor	100	CU	46
Guerrero, Ed	Associate Professor	25	NYU	91
Stam, Robert	Professor	50	NYU	124
<b>Comparative Literature</b>				
Negron Muntaner Frances	Associate Professor	100	CU	41

## Appendix II — Courses

### Project Title: New York City Consortium in Latin American Studies

NAME	RANK	% LAS	CU/NYU	Page
<b>Creative Writing</b>				
Machado, Eduardo	Arts Professor	25	NYU	99
<b>Comparative Cultural and Ethnic Studies</b>				
Beltran, Cristina	Associate Professor	50	NYU	70
Dash, Jean Michel	Professor	100	NYU	79
Flores, Juan	Professor	50	NYU	86
Pratt, Mary L	Professor	100	NYU	113
Saldaña, Maria Josefina	Associate Professor	75	NYU	118
Davila, Arlene	Professor	100	NYU	80
Rosaldo, Renato	Professor	50	NYU	117
Hubbard, Edward Akintola	Assistant Professor/Faculty Fellow	75	NYU	93
<b>Earth Institute</b>				
Baethgen, Walter	Director, Latin American Program	100	CU	5
Palm, Cheryl	Senior Research Scientist	25	CU	44
Sanchez, Pedro	Senior Research Scholar	50	CU	55
<b>Economics</b>				
Guillermo Calvo	Professor	100	CU	10
Alan Dye	Associate Professor	100	CU	19
Francisco Rivera Batiz	Professor	100	CU	51
Miguel Urquiola	Associate Professor	100	CU	62
Graciela Chichilnisky	Professor	25	CU	13
Jeffrey Sachs	Professor	25	CU	55
Brown, Ernest	Adjunct	100	NYU	72
Fernandez, Raquel	Professor	25	NYU	85
Thom, Kevin Edward	Assistant Professor	50	NYU	127
<b>Ecology, Evolution, and Environmental Biology</b>				
McGuire, Krista	Assistant Professor	50	CU	36
Pinedo Vasquez, Miguel	Associate Research Scientist	75	CU	48
Uriarte, Maria	Associate Professor	50	CU	62
<b>Education</b>				
Bartlett, Leslie	Associate Professor	75	CU	7
Comitas, Lambros	Professor	100	CU	14
Cortina, Regina	Professor	100	CU	15
Crowley, Catherine	Senior Lecturer	50	CU	16
Friedrich, Daniel	Assistant Professor	50	CU	21
Glover, Kaiama L.	Associate Professor	75	CU	23
Torres Guzman, Maria	Associate Professor	25	CU	26
Levin, Henry	Professor	25	CU	32
Souto-Manning, Mariana	Associate Professor	100	CU	57
Noguera, Pablo	Peter L. Agnew Professor of Education	25	NYU	109
Montgomery, David	Assistant Professor	25	NYU	104
Santiago-Jirau, Alexander	Adjunct Professor	50	NYU	119
Llosa, Lorena	Associate Professor	25	NYU	97
Ebsworth, Miriam Eisenstein	Associate Professor	50	NYU	82
Nero, Shondell	Associate Professor	75	NYU	108
Doucet, Fabienne	Associate Professor of Education	100	NYU	82
Fraser-Abder, Pamela	Professor	25	NYU	87

**Appendix II — Courses****Project Title: New York City Consortium in Latin American Studies**

<b>NAME</b>	<b>RANK</b>	<b>% LAS</b>	<b>CU/NYU</b>	<b>Page</b>
<b>Engineering</b>				
Gallego, Guillermo	Professor	25	CU	22
<b>History</b>				
Coatsworth, John H.	Provost and Professor	100	CU	13
Kobrin, Rebecca	Assistant Professor	100	CU	30
Lightfoot, Natasha	Assistant Professor	50	CU	32
Milanich, Nara	Associate Professor	100	CU	38
Moya, Jose	Professor	100	CU	40
Piccato, Pablo	Professor	100	CU	47
Pizzigoni, Caterina	Associate Professor	100	CU	50
Stepan, Nancy	Professor	100	CU	58
Benton, Lauren	Silver Professor, Professor of History	25	NYU	70
Ferrer, Ada	Professor	100	NYU	85
Grandin, Gregory	Professor	100	NYU	91
Thomson, Sinclair	Associate Professor	75	NYU	128
Weinstein, Barbara	Silver Professor; Professor of History	100	NYU	132
	Silver Professor, Professor of Anthropology, Faculty Director, CHRGJ			
Merry, Sally		25	NYU	103
<b>Interdisciplinary Studies</b>				
Baiocchi, Gianpaolo	Associate Professor	75	NYU	69
Cordova, Amalia	Adjunct Instructor	100	NYU	133
Polyné, Millery	Associate Professor	75	NYU	113
Soto, Marie Cruz	Clinical Assistant Professor	100	NYU	78
Velasco, Alejandro	Assistant Professor	100	NYU	130
<b>International Affairs</b>				
Deseglise, Christian	Adjunct Professor	25	CU	18
Fishlow, Albert	Professor Emeritus	100	CU	20
Guerschank Calvo, Sara	Lecturer	100	CU	25
Lagunes, Paul F.	Assistant Professor	75	CU	31
Lindenmayer, Elisabeth	Adjunct Professor	100	CU	33
Martin, Paul	Adjunct Professor	25	CU	37
Nelson, Anne	Adjunct Associate Professor	25	CU	41
Ocampo, Jose Antonio	Professor	100	CU	43
Radon, Jenik	Adjunct Professor	25	CU	50
Sotelino, Fernando	Adjunct Professor	100	CU	57
Trebat, Thomas	Adjunct Professor	100	CU	61
Verhoogen, Eric	Assistant Professor	100	CU	63
<b>Journalism</b>				
John Dinges	Professor	75	CU	18
Mirta Ojito	Assistant Professor	100	CU	42
<b>Latin American and Caribbean Studies</b>				
Crahan, Margaret	Professor Emerita	100	CU	11
Azenha, Gustavo	Lecturer and Director	100	CU	4
Calla, Pamela	Clinical Associate Professor	100	NYU	74
Gonzales Jimenez, Odi	Language Lecturer, Quechua	100	NYU	90
Jorge Castañeda	Global Distinguished Professor	100	NYU	76
Fischer, Sibylle	Associate Professor	100	NYU	86
Lane, Jill Meredith	Associate Professor	100	NYU	96
Lucas, Peter	Adjunct Professor	100	NYU	98

## Appendix II — Courses

### Project Title: New York City Consortium in Latin American Studies

NAME	RANK	% LAS	CU/NYU	Page
Perez Morales, Edgardo	Assistant Professor / Faculty Fellow	100	NYU	105
Smith, Katherine	Assistant Professor / Faculty Fellow	100	NYU	122
Abercrombie, Thomas	Associate Professor	75	NYU	65
Robbins, Dylon	Assistant Professor	100	NYU	116
<b>Law</b>				
Barenberg, Mark	Professor	50	CU	6
Chapnick, Ellen	Dean for Social Initiatives	25	CU	12
Garro, Alejandro	Adjunct Professor	100	CU	23
Lothian, Tamara	Adjunct Professor	100	CU	34
Pistor, Katherine	Adjunct Professor	25	CU	49
Rios-Font, Wadda	Chair and Professor	50	CU	51
Sauvant, Karl	Adjunct Professor	100	CU	56
Alvarez, José Enrique	Professor	25	NYU	66
Marotta-Wurgler, Florencia	Professor	25	NYU	100
<b>Liberal Studies</b>				
Meruane, Lina	Master Teacher of Global Studies	25	NYU	104
Navia, Patricio	Master Teacher of Global Studies	100	NYU	107
Ramos, Luis		75	NYU	114
<b>Linguistics</b>				
Blake, Renee A	Associate Professor	75	NYU	71
Gallagher, Gillian	Assistant Professor	75	NYU	89
Guy, Gregory	Professor	75	NYU	92
Singler, John V	Professor	50	NYU	122
<b>Media/Communication</b>				
Piñon, Juan	Associate Professor	100	NYU	112
<b>Medicine</b>				
Bertelsen, Nathan	Assistant Professor; Course Dir Global Health Selective; Assoc Med Dir BV/NYU Pgm Survivors of Torture Clinical Assistant Professor of Music	25	NYU	71
Howard-Spink, Sam	Business		CU	
Lantigua, Rafael	Professor	50	CU	31
Maldonado, Thomas	Associate Professor	25	NYU	100
Moran, Andrew E.	Assistant Professor	50	CU	39
Rey, Mariano	Assistant Professor	25	NYU	115
Taylor, Barbara	Instructor	50	CU	60
Tupe, Deborah	Assistant Professor	100	CU	61
<b>Music</b>				
Fox, Aaron	Associate Professor	25	CU	20
Ochoa, Ana Maria	Associate Professor	100	CU	43
Washburne, Christopher	Associate Professor	50	CU	64
<b>Nursing</b>				
Richard Garfield	Clinical Professor	25	CU	22
Naegle, Madeline		25	NYU	106
Newlin, Kelly	Assistant Professor	25	NYU	108
Rosenberg, Marie Claire	Assistant Professor	25	NYU	117
Shedlin, Michelle	Professor	50	NYU	121

**Appendix II — Courses****Project Title: New York City Consortium in Latin American Studies**

<b>NAME</b>	<b>RANK</b>	<b>% LAS</b>	<b>CU/NYU</b>	<b>Page</b>
Squires, Allison			50 NYU	123
<b>Political Science &amp; Public Management</b>				
Chalmers, Douglas	Professor Emeritus	75	CU	12
de la Garza, Rodolfo	Professor	75	CU	17
Kaufman, Robert	Adjunct Professor	100	CU	29
Mares, Isabela	Professor	50	CU	37
Martin, Scott	Adjunct Assistant Professor	100	CU	38
Murilo, Victoria	Professor	100	CU	40
Pinto, Pablo	Assistant Professor	75	CU	48
Stepan, Alfred	Professor	50	CU	58
Spanakos, Anthony	Adjunct Professor	75	NYU	124
Cohen, Youseff	Associate Professor	50	NYU	77
Prezeworski, Adam	Professor	25	NYU	114
<b>Public Health</b>				
Abraido-Lanza, Ana	Associate Professor	100	CU	1
Barber-Madden, Rosemary	Clinical Professor Emeritus	100	CU	5
Fuster, Melissa	Assistant Professor/Faculty Fellow	100	NYU	88
Ruiz, Yumary	Clinical Assistant Professor	50	NYU	118
Macinko, James	Associate Professor	50	NYU	99
Ospina, Sonia M.	Professor	75	NYU	109
<b>Performance Studies</b>				
Browning, Barbara	Professor	75	NYU	72
Lepecki, Andre	Associate Professor	50	NYU	97
Ritchin, Fred	Professor	25	NYU	116
<b>Portuguese</b>				
Castellanos, Jose Antonio	Lecturer and Director	100	CU	11
Huback, Ana Paula	Lecturer		CU	28
Nemi Neto, Joao	Lecturer	100	CU	42
Ayres, Miriam M	Senior Language Lecturer	100	NYU	68
Velooso da Silva, Carlos	Senior Language Lecturer	100	NYU	131
<b>Psychiatry</b>				
Cabassa, Leopoldo	Associate Professor	100	CU	9
Carballo-Diequez, Alex	Professor	50	CU	10
Duarte, Cristiane	Assistant Professor	100	CU	19
Wainberg, Milton	Associate Professor	100	CU	63
<b>Public Policy</b>				
Iskander, Natasha	Associate Professor	50	NYU	94
Gershman, John	Clinical Associate Professor	25	NYU	87
<b>Social Work</b>				
Cabassa, Leopoldo	Associate Professor	100	CU	9
Pinto, Rogerio	Assistant Professor	50	CU	49
Yellowhorse Brave Heart, Maria Y.	Associate Professor	25	CU	26

## Appendix II — Courses

### Project Title: New York City Consortium in Latin American Studies

NAME	RANK	% LAS	CU/NYU	Page
Carten, Alma J.	Associate Professor; McSilver Faculty Fellow	25	NYU	75
Goldin, Liliana	Professor of Social Work; McSilver Faculty Fellow; Center for Latino Adolescent and Family Health Faculty Fellow	75	NYU	89
Guilamo-Ramos, Vincent	Co-director of CLAFH and Professor of Social Work; Associate Dean for Research; Co-director, Center for Latino Adolescent and Family Health	75	NYU	92
Jaccard, James	Researcher and Associate Professor	25	NYU	94
Munson, Michelle R.	Adjunct instructor, Senior Research Coordinator	25	NYU	105
Pardo, Gisselle	Adjunct instructor, Deputy Director	25	NYU	111
Parker, Gary		25	NYU	111
<b>Sociology</b>				
Lu, Yao	Assistant Professor	25	CU	35
Corradi, Juan E	Professor	75	NYU	78
Goodwin, Jeffrey	Professor	50	NYU	90
Jasso, Guillermina	Silver Professor, Professor of Sociology	50	NYU	95
Torche, Florencia	Associate Professor	50	NYU	128
<b>Sociomedical Sciences</b>				
Hirsch, Jennifer	Associate Professor	50	CU	27
Parker, Richard	Professor and Chair	50	CU	45
<b>Spanish and Latin American Language and Literature</b>				
Abraham, Lee B.	Lecturer	100	CU	1
Alonso, Carlos	Professor and Dean	100	CU	2
Alonso-Aparicio, Irene	Lecturer	100	CU	2
Arce-Fernandez, Isaura	Associate Lecturer	100	CU	3
Barriandos, Joaquin	Assistant Professor	100	CU	6
Bentancor, Orlando	Assistant Professor	100	CU	8
Briggs, Ronald	Assistant Professor	100	CU	8
Craig-Florez, Angelina	Lecturer	100	CU	15
Crapotta, James	Senior Lecturer	100	CU	16
Grieve, Patricia	Professor	100	CU	24
Horn, Maya	Associate Professor	100	CU	27
Llopis-Garcia, Reyes	Lecturer	100	CU	33
Lozano, Maria Eugenia	Associate Lecturer	100	CU	35
MacAdam, Alfred	Professor	100	CU	36
Montaldo, Graciela	Professor	100	CU	39
Perez-Firmat, Gustavo	Professor	100	CU	46
Perez-Zapatero, Javier	Associate Lecturer	100	CU	47
Rios Font, Wadda	Professor and Chair	100	CU	51
Romero, Diana	Lecturer	100	CU	52
Rosales Varo, Francisco	Lecturer	100	CU	52
Rozencvaig, Perla	Lecturer	100	CU	53
Ruiz-Campillo, Jose Placido	Lecturer	100	CU	53
Ruiz Fajardo, Guadalupe	Senior Lecturer	100	CU	54
Russo, Alessandra	Associate Professor	100	CU	54
Suarez-Garcia, Jesus	Senior Associate Lecturer	100	CU	59
Amelio, Laura	Senior Language Lecturer	100	NYU	67

## Appendix II — Courses

### Project Title: New York City Consortium in Latin American Studies

NAME	RANK	% LAS	CU/NYU	Page
Basterra, Gabriela S	Associate Professor	50	NYU	69
Burgos, Felix Manuel	Language Lecturer	100	NYU	73
Cameron, Brian	Assistant Professor / Faculty Fellow	25	NYU	73
Cleves, Tirso	Language Lecturer	100	NYU	76
Davila, Maria L	Clinical Associate Professor	100	NYU	80
Del Risco, Enrique	Language Lecturer	100	NYU	79
Dopico Black, Georgina	Associate Professor	50	NYU	81
Elorrieta, Jabier	Clinical Associate Professor	100	NYU	83
Eltit, Diamela	Global Distinguished Professor	100	NYU	83
Fernandez, James	Associate Professor	50	NYU	84
Giorgi, Gabriel	Associate Professor	100	NYU	88
Hernandez-Cabrera, Heriberto	Senior Language Lecturer	100	NYU	93
Labanyi, Josephine	Professor	25	NYU	96
Lopez-Garcia, Anabel	Senior Language Lecturer	100	NYU	98
Martinez, Carlos F	Senior Language Lecturer	100	NYU	101
Masi, Perla	Assistant Professor/Faculty Fellow	100	NYU	102
Mendelson, Jordana	Associate Professor	100	NYU	103
Nemethy, Judith	Clinical Professor	100	NYU	107
Pak, Anabela	Language Lecturer	100	NYU	110
Peixoto, Marta	Associate Professor	100	NYU	112
Rios Avila, Ruben	Professor	100	NYU	115
Segura, Eduardo	Language Lecturer	100	NYU	120
Sooudi, Roxanna	Language Lecturer	100	NYU	123
Subirats, Eduardo	Professor	50	NYU	125
Torres-Rodriguez, Laura	Assistant Professor	100	NYU	129
Tortorici, Zeb	Assistant Professor	100	NYU	129
Truzman, Esther	Senior Language Lecturer	100	NYU	130
Zemborain, Lila	Clinical Associate Professor	100	NYU	132
Zubieta, Maria J	Clinical Associate Professor	100	NYU	133
Dopico, Ana	Associate Professor	75	NYU	81
Taylor, Diana	University Professor	100	NYU	127

ADMINISTRATIVE	RANK	% LAS / CARIBBEAN	CU/NYU	
Andrade, Esteban	Program Manager	100	CU	3
Colon-Fermin, Maritza E.	Executive Director	100	CU	14
Kwon-Ahn, Eliza	Student Affairs Coordinator	100	CU	30

ADMINISTRATIVE	RANK	% LAS / CARIBBEAN	CU/NYU	
Cordova, Amalia	Assistant Director	100	NYU	133
Barron, Kyle	Outreach Administrator	100	NYU	133
Buch, Lisa	Administrative Assistant	100	NYU	133

**NAME/TITLE/DEPARTMENT:** Lee B. Abraham, PhD, Lecturer, Department of Latin American and Iberian Cultures

**YR. OF APPOINTMENT:** 2012

**EDUCATION:** PhD in Educational Linguistics, University of New Mexico

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Integration of new technologies in language teacher education as well as the use of forms of address in new media.

**FIELD RESEARCH EXPERIENCE:** Spain, Andorra

**COURSES:** Intermediate Spanish II

**RECENT PUBLICATIONS:**

Williams, L., Abraham, L. B., & Bostelmann, E. D. (2014). A survey-driven study of the use digital tools for language learning and teaching. In J. Pettes Guikema & L. Williams (Eds.), *Digital literacies in foreign and second language education* (pp. 29-67). Computer-Assisted Language Instruction Consortium (CALICO), Texas State University, San Marcos, TX.

Williams, L., Abraham, L. B., & Negueruela-Azarola, E. (2013). Using concept-based instruction in the L2 classroom: Perspectives from current and future language teachers. *Language Teaching Research*, 17, 363-381

**NUMBER OF THESES/DISSERTATIONS SUPERVISED SINCE 2010:** None

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** Ana F. Abraído-Lanza, Associate Professor, School of Public Health

**YR. OF APPOINTMENT:** 1994

**EDUCATION:** B.A. New York University, 1987; Ph.D. City University of New York, 1994

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** The health of Latino populations in the United States; socioeconomic status and health; health disparities.

*Recipient, 2009 Award for Teaching Excellence, Mailman School of Public Health of Columbia University*

**FIELD RESEARCH EXPERIENCE:** Dominican Republic

**COURSES:**

Health Psychology and Public Health, Seminar in Research and Professional Development

**RECENT PUBLICATIONS:**

Abraído-Lanza, A.F., Viladrich, A., Flórez, K.R., Céspedes, A., Aguirre, A.N., & De La Cruz, A.A. (2007). *Fatalismo* reconsidered: A cautionary note for health-related research and practice with Latino populations. *Ethnicity & Disease*, 17(1), 153-158.

Abraído-Lanza, A.F., Armbrister, A.N., Flórez, K.R., & Aguirre, A.N. (2006). Toward a theory-driven model of acculturation in public health research. *American Journal of Public Health*, 96, 1342-1346.

Abraído-Lanza, A.F., White, K., Armbrister, A.N., & Link, B.G. (2006). Health status, activity limitations, and disability in work and housework among Latinos and non-Latinos with arthritis: An analysis of national data. *Arthritis & Rheumatism (Arthritis Care & Research)*, 55(3), 442-450.

Abraído-Lanza, A.F. & Revenson, T.A. (2006). Illness intrusion and psychological adjustment to rheumatic diseases: A social identity framework. *Arthritis & Rheumatism (Arthritis Care & Research)*, 55(2), 224-232.

**PERCENTAGE OF TIME:** 100



**NAME/TITLE/DEPARTMENT:** Carlos Alonso, Professor, Latin American and Iberian Cultures, Dean Graduate School of Arts and Sciences

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** B.A Cornell University, 1975; M.A. Yale University, 1977; Ph.D. Yale, 1983

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 8

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** 19<sup>th</sup>- and 20<sup>th</sup>-century Latin American intellectual history and cultural production.

**FIELD RESEARCH EXPERIENCE:** Cuba, Argentina

**COURSES:** Teorias de Cultura en America Latina

**RECENT PUBLICATIONS:**

"La escritura fetichizadora de Antonio Jose Ponte." Revista de Estudios Hispánicos 43 (2009): 93-108.

"John Kronik: In Memoriam." PMLA 121.2 (2006): 558-60.

"Can Journals Make a Difference?". Revista de Estudios Hispánicos 39 (2005): 551-60

The Burden of Modernity: The Rhetoric of Cultural Discourse in Spanish America 1999.

Modernity and Autochthony: The Spanish American Regional Novel 1998.

Julio Cortázar: New Readings, (editor, 1998.)

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Irene Alonso-Aparicio, Lecturer of Spanish

**YR. OF APPOINTMENT:** 2013

**EDUCATION:** European PhD in Spanish Language Teaching and Acquisition, Universidad de Granada, 2011

**FOREIGN LANGUAGE COMPETENCE:** Spanish -5, German -5

**RESEARCH/TEACHING SPECIALIZATIONS:** Psycholinguistic approaches to Second Language Acquisition and Teaching.

**FIELD RESEARCH EXPERIENCE:** Spain, German

**RECENT PUBLICATIONS:**

2012, ALONSO APARICIO, I. (2012). "La comunicación oral en el aula de lengua extranjera". Enunciación, 17(1): pp.139-147. ISSN: 0122-6330.

2010 ALONSO APARICIO, I. (2010). "Retroalimentación negativa mediante reformulaciones correctivas: Impacto en el desarrollo de la distinción modal en español como segunda lengua". Porta Linguarum. Revista Internacional de Didáctica de las Lenguas Extranjeras, 13: pp. 179-195. ISSN: 1697-7467.

2009 NÚÑEZ DELGADO, M. P.; ALONSO APARICIO, I. (2009). "The role of explicit grammar in second language teaching: Instructional effectiveness of processing instruction". Rivista di Psicolinguistica Applicata, IX/1-2: pp. 93-110. ISSN: 1592-1328.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Esteban Andrade**, Program Manager, Institute of Latin American Studies

**YR. OF APPOINTMENT:** 2010

**EDUCATION:** MA in Spanish Literature from St. John's University

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese-3

**COURSES:** N/A

**RESEARCH/TEACHING SPECIALIZATIONS:** N/A

**FIELD RESEARCH EXPERIENCE:**

**RECENT PUBLICATIONS:** N/A

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Isaura Arce-Fernandez**, Associate Lecturer, Department of Spanish Language and Culture, Barnard College

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** M.A. in Applied Linguistics from Antonio de Nebrija University in Madrid, Spain.

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**COURSES:**  
Spanish at Elementary, Intermediate and Advanced levels

**RESEARCH/TEACHING SPECIALIZATIONS:** Spanish Language and Instruction. language, cinema, video, and Web 2.0 technologies.

**FIELD RESEARCH EXPERIENCE:**

**RECENT PUBLICATIONS:** N/A

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** Enrique Arzac, Professor of Finance and Economics/ Graduate School of Business  
**YR. OF APPOINTMENT:** 1971  
**EDUCATION:** CPN, University of Buenos Aires, 1963; MBA, Columbia, 1965; MA, 1966; PhD, 1968

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Valuation issues and practices in corporate acquisitions and the design of transactions structures with application to Latin America. Professor Arzac serves as a liaison between the Business School and the Universidad de San Andres in Argentina where he teaches each summer.

**FIELD RESEARCH EXPERIENCE:** Argentina

**COURSES:** Advanced Corporate Finance

**RECENT PUBLICATIONS:**

Valuation for Mergers, Buyouts, and Restructuring. New York: John Wiley & Sons, Inc., 2005.  
Modeling Mergers and Buyouts with DealModeler: User's Manual and DealModeler Software. New York: John Wiley & Sons, Inc., 2005.  
"A Reconsideration of Tax Shield Valuation," (with Lawrence Glosten), *European Financial Management*, Vol. 11, No. 4, September 2005.  
"Valuation of Highly Leveraged Firms," *Financial Analysts Journal*, 52 (4), 7 1996, 42-50

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** Gustavo S. Azenha, Director of Graduate Studies, ILAS  
**YR. OF APPOINTMENT:** 2013  
**EDUCATION:** PhD Cornell University (Biology/Sociocultural Anthropology)

**FOREIGN LANGUAGE COMPETENCE:** Portuguese-5, Spanish-4; French-2

**RESEARCH/TEACHING SPECIALIZATIONS:** Civil society in policy processes in Latin America, including environmental, health, and technology policies and the links between these and socioeconomic issues.

**COURSES:**  
Literature and Research of Latin America, Foundations in Latin American and Caribbean Studies

**FIELD RESEARCH EXPERIENCE:** Brazil, Venezuela

**RECENT PUBLICATIONS:**

Azenha, Gustavo, and Alessandra Durstine. 2013. "The Role of Philanthropy in Women's Cancer Initiatives in Developing countries". In *Screening and Early Diagnosis of Breast and Gynecological Cancers: An Integrated Approach in Developing Countries*. Edited by Mahesh K. Shetty.

Azenha, Gustavo, Cristina Parsons-Perez, Sarah Goltz, Afsan Bhadelia, Alessandra Durstine, Felicia Knaul, Julie Torode, Ann Starrs, Helen McGuire, Jennifer Drake Kidwell, Ariella Rojhani, and Ricky Luj. (Task Force on Non-Communicable Diseases and Women's Health). 2013. "Recommendations towards an Integrated, Lifecycle Approach to Women's Health in a Post-2015 Agenda". *Bulletin of the World Health Organization (Special Issue on Women's Health Beyond Reproduction)*

**NUMBER OF THESIS-DISSERTATIONS SUPERVISED SINCE 2010:** 1

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Walter Baethgen**, Senior Research Scientist, Director, Latin American Program, International Research Institute for Climate and Society, Earth Institute  
**YR. OF APPOINTMENT:** 2004  
**EDUCATION:** B.S. Universidad de La Republica, Uruguay, 1978; M.Sc. Virginia Polytechnic Institute and State University, 1985, Ph.D. Virginia Polytechnic Institute and State University, 1987

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 1 MA; 4 PhD

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese- 5 French- 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Climate risk assessment and management in agricultural, health, water resources and disasters sectors. Adaptation to Climate Variability and Change

**FIELD RESEARCH EXPERIENCE** Brazil, Uruguay, Venezuela, Paraguay, Argentina, Guatamala, Honduras, Dominican Republic, Chile

**RECENT PUBLICATIONS:**

Gutierrez-Velez, V., Uriarte, M., DeFries, R., Pinedo-Vasquez, M., Fernandes, K., Ceccato, P., Baethgen, W., Padoch, C. (2014). Land cover changes interact with climate to change fire regimes in Western Amazonia. Ecological Applications (in press)

Robertson, A.W., W.E. Baethgen, P. Block, U. Lall, A. Sankarasubramanian, F. Assis de Souza Filho and K. Verbist. 2014. Climate risk management for water insemi-arid regions. Earth Perspectives (in press)

Vancutsem, C., Pekel, J.-F., Kayitakire, F., Duveiller, G., Baethgen, W., Ceccato, P. 2013. Mapping winter and summer crops in Uruguay using MODIS time series. Agro-Geoinformatics 6621924, pp 292-295.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Rosemary Barber-Madden**, Clinical Professor Emeritus /Public Health  
**YR. OF APPOINTMENT:** 1981  
**EDUCATION:** B.A. New Jersey City University, 1968; MPH Hunter College of the City, 1977; Ph.D. Temple University, 1980

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 5

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5 Portuguese- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** HIV/AIDS and other aspects of reproductive health. She is presently engaged in field research in Rio de Janeiro.

**FIELD RESEARCH EXPERIENCE** Brazil, Argentina, Uruguay, Central America, Caribbean

**COURSES:** N/A

**RECENT PUBLICATIONS:**

"Caribbean Region HIV/AIDS Review Final Report," World Bank/ UNAIDS/DFID/ The Global Fund for AIDS, Malaria and Tuberculosis/PAHO, 2005 (co-author).

"Report of the External Evaluation into the GTZ Backup Initiative," with Carlson C, Barber-Madden R, Druce N, Kloss-Quiroga B, Weil, O DFID Health Resource Centre, 2005.

"Cost-Value Analysis in Health Care: Making Sense out of QALYS" (Erik Nord), Revista de Direito Sanitário (Journal of Health Law), São Paulo, Brazil, March 2004. Barber-Madden R. book review

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Mark Barenberg, Professor of Law/ Law School  
**YR. OF APPOINTMENT:** 1987  
**EDUCATION:** B.A. Harvard; M.Sc. London School of Economics; J.D. Harvard  
**FOREIGN LANGUAGE COMPETENCE:** Spanish – 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Comparative labor law (including Latin America), international labor rights (including Free Trade Area of Americas), and global supply chains (including Mexico and Central America). His law school course on labor rights draws examples from Latin America.

**FIELD RESEARCH EXPERIENCE:** Mexico

**COURSES:** Labor Rights in a Globalized World

**RECENT PUBLICATIONS:**

"Toward a Democratic Model of Private Labour Monitoring," in B. Bercusson and C. Estlund, eds., *Regulating Labour in the Wake of Globalisation* (Hart 2008)

"Legitimacy and Capacity in Private Labor Monitoring, in Jeffrey Hirsch, ed., *Proceedings of NYU 57th Annual Conference on Labor* (2008)

"Corporate Social Responsibility and Labor Rights in US-Based Corporations," in M. Feher, ed., *Non-Governmental Politics* (MIT 2007)

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** Joaquín Barriendos, Assistant Professor, Latin American and Iberian Cultures  
**YR. OF APPOINTMENT:** 2011  
**FOREIGN LANGUAGE COMPETENCE:** Spanish -5, Catalan -3, Portuguese -3, Italian -2, French -1  
**RESEARCH/TEACHING SPECIALIZATIONS:** Visual culture and contemporary art  
**FIELD RESEARCH EXPERIENCE:** Mexico and Brazil

**COURSES:** Excavating Visual Latin America; Art, Memory, and Human Rights; Latin American Humanities II; Art and Late Capitalism in Latin America

**RECENT PUBLICATIONS:**

BARRIENDOS, Joaquín, Anna Maria Guasch, Pilar Parcerisas, Menene Grass (2011), *Global Circuits: Art Geography and the Global Challenge of Critical Thinking*, ACCA-AICA: Barcelona.

BARRIENDOS, Joaquín (2014), "Un cosmopolitisme esthétisme? De l'effet magiciens et d'autres antinomies de l'hospitalité artistique globale" in: *Géo-esthétique*. Paris, Éditions 42, pp. 157-163.

BARRIENDOS, Joaquín (2013), "Seminars" in: James Elkins, Harper Montgomery (Ed.), *Beyond the Aesthetic and the Anti-Aesthetic*. Pennsylvania: Penn State University Press: (Stone Art Theory Institute Series, Vol. 4).

**PROJECTS AND RESEARCH CONDUCTED IN CONJUNCTION WITH A PROFESSIONAL SCHOOL AT COLUMBIA (INCLUDE RESEARCH, TRAVEL, STUDY ABROAD, CONFERENCES/LECTURES)**  
Museums and Human Rights in Latin America (conference, research project)

**PROJECTS AND RESEARCH CONDUCTED IN CONJUNCTION WITH A PROFESSIONAL ORGANIZATION OUTSIDE OF COLUMBIA (RESEARCH, TRAVEL, STUDY ABROAD, CONFERENCES/LECTURES)**  
- *Documenting Global Art: Museums, Universities, and Documentary Centers*  
(Institute National de Histoire de l'Art-University of Barcelona, 2012-2014)  
Researchers: Joaquín Barriendos, Zahia Rahamani, Anna Maria Guasch

**NUMBER OF THESES/DISSERTATIONS SUPERVISED SINCE 2010:** 5

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Lesley Bartlett, Associate Professor/ Teachers College  
**YR. OF APPOINTMENT:** 2002  
**EDUCATION:** B.A. University of North Carolina at Chapel Hill, 1991; Ph.D. University of North Carolina at Chapel Hill, 2001

**NUMBER OF THESES SUPERVISED** 8 Ph.D.; 12 M.A.

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5 Portuguese- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Comparative education, anthropology of education, critical educational policy and race, class and schooling with special reference to Latin America.

2009-2010 Fulbright Award for project on people of Haitian descent in the Dominican Republic

**COURSES:** Seminar in International and Transcultural Studies

**FIELD RESEARCH EXPERIENCE:** Brazil, Dominican Republic

**RECENT PUBLICATIONS:**

Bartlett, Lesley and Ghaffar-Kucher, Ameena. (eds) (2013) *Refugees, Immigrants, and Education in the Global South: Lives in Motion*. New York: Routledge Press.

Vavrus, Frances and Bartlett, Lesley. (eds) (2013) *Teaching in Tension: International Pedagogies, National Policies, and Teachers' Practices in Tanzania*. Rotterdam: Sense Publishers.

Bartlett, Lesley and Garcia, Ofelia. (2011). *Additive Schooling in Subtractive Times: Bilingual Education and Dominican Immigrant Youth in the Heights*. Nashville: Vanderbilt University Press.

Vavrus, Frances, Thomas, Matthew, and Bartlett, Lesley. (2011). *Ensuring Quality by Attending to Inquiry: Learner-Centered Pedagogy in Sub-Saharan Africa*. Fundamentals of Teacher Education Development Series. Addis Ababa: Unesco International Institute for Capacity Building in Africa.

Bartlett, Lesley. (2010). *The Word and the World: The Cultural Politics of Literacy in Brazil*. Creskill, NJ: Hampton Press.

**PERCENTAGE OF TIME:** 75

**NAME/TITLE/DEPARTMENT:** David Beim, Professor /Columbia School of Business

**YR. OF APPOINTMENT:** 1991

**EDUCATION:** BA, Stanford, 1963; M.Phil, Oxford, 1966

**FOREIGN LANGUAGE COMPETENCE:** Spanish-3

**RESEARCH/TEACHING SPECIALIZATIONS:** Corporate finance, international banking and emerging financial markets. Professor Beim has an extensive background in international banking in Latin America.

**COURSES:** Emerging Financial Markets

**FIELD RESEARCH EXPERIENCE:** Argentina, Brazil, and Mexico

**RECENT PUBLICATIONS:**

Beim, David. "Europe and the Financial Crisis." Working Paper. Columbia Business School, 2009.

Beim, David, and Charles Calomiris. *Emerging Financial Markets*. New York: McGraw-Hill / Irwin, 2000.

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** **Orlando Bentancor**, Assistant Professor, Spanish & Latin American Cultures, Barnard College

**YR. OF APPOINTMENT:** 2009

**EDUCATION:** BA , Universidad de la República (Montevideo, Uruguay), 1997; PhD University of Michigan, 2005.

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 4

**RESEARCH/TEACHING SPECIALIZATIONS:** Colonial Latin American literatures and intellectual history; Medieval and Early Modern Spanish philosophy; literature, science, and technology; poststructuralist philosophy and postcolonial theory.

**FIELD RESEARCH EXPERIENCE:** N/A

**COURSES:** Thinking Latin America; Rock Music and Literature of the southern Cone; Impasses of Latin Americanism

**RECENT PUBLICATIONS:** *The Life of Metals in Potosí: Politics, Metaphysics, and Technology in the Colonial Andes* (In Progress)

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**NAME/TITLE/DEPARTMENT:** **Ronald Briggs**, Assistant Professor, Spanish & Latin American Cultures, Barnard College

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** BA, University of the South (Sewanee), 1998; MA, Middlebury College, 1999; Ph.D., New York University, 2005

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** .Era of independence in Latin America, particularly in transatlantic and hemispheric influences on rhetoric; eighteenth- and nineteenth-century educational rhetoric and the connections between that era's pedagogy and aesthetics in the Americas.

**FIELD RESEARCH EXPERIENCE:** N/A

**COURSES:** Panamericanism; Language and Revolution; Vice and Virtue; Global Literature: New World Utopia;

**RECENT PUBLICATIONS:**  
*Tropes of Enlightenment: Simón Rodríguez and the American Essay* (In Progress)

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**NAME/TITLE/DEPARTMENT:** Leopoldo Cabassa, Associate Professor of Social Work; Assistant Professor of Psychiatry  
**YR. OF APPOINTMENT:** 2012  
**EDUCATION:** Ph.D., Ph.D. George Warren Brown School of Social Work, Washington University in St. Louis;  
**FOREIGN LANGUAGE COMPETENCE:** Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Racial and ethnic disparities in health and mental health care; integrated physical and mental health services for underserved racial and ethnic minorities with serious mental illness; implementation science and mental health services research

**COURSES:** Working with Latino Populations (clinical seminars)

**FIELD RESEARCH EXPERIENCE:** Latin America

**RECENT PUBLICATIONS:**

**Cabassa, L. J.**, Druss, B., Wang, Y., & Lewis- Fernández., R. (2011). Collaborative planning approach to inform the implementation of a health care manager intervention for Hispanics with serious mental illness: A study protocol. *Implementation Science*, 6 (1), 80. PMID: PMC3169485

Unger, J. B., **Cabassa, L. J.**, Molina, G. B., Contreras, S., & Baron, M. (In Press). Evaluation of a fotonovela to increase depression knowledge and reduce stigma among Hispanic adults. *Journal of Immigrant and Minority Health*.

**Cabassa, L. J.**, Parcesepe, A., Nicasio, A., Baxter, E. Tsemberis S. & Lewis-Fernández, R., (In Press). Health and wellness photovoice project: Engaging consumers with serious mental illness in health care intervention. *Qualitative Health Research*.

Parcesepe, A. & **Cabassa, L. J.** (In Press) Public stigma of mental illness in the United States: A Systematic literature review *Administration and Policy in Mental Health and Mental Health Services Research*.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** Board of Directors of the American Society of Hispanic Psychiatry, NIMH Mentored Research Scientist Development Award

**NAME/TITLE/DEPARTMENT:** Charles Calomiris, Henry Kaufman Professor of Financial Institutions, Graduate School of Business; Professor of International Affairs/School of International and Public Affairs  
**YR. OF APPOINTMENT:** 1996  
**EDUCATION:** Ph.D., Economics, Stanford University; B.A., Economics, Yale University  
**FOREIGN LANGUAGE COMPETENCE:** Spanish-3

**RESEARCH/TEACHING SPECIALIZATIONS:** International banking international financial institutions and Latin American finances. Professor Calomiris is responsible for the CIBER unit of the Business School.

**FIELD RESEARCH EXPERIENCE:** Mexico, Argentina, El Salvador

**COURSES;** Emerging Financial Markets, Master Class in Mergers and Acquisitions, Adv. Corporate Finance

**RECENT PUBLICATIONS:**

Adonis Antoniadis, Charles Calomiris, Donna Hitscherich, No Free Shop: Why Target Companies in MBOs and Private Equity Transactions Sometimes Choose Not to Buy "Go Shop" Options (2013)

Charles Calomiris, Richard Herring Why and How to Design a Contingent Convertible Debt Requirement (2012)

**PERCENTAGE OF TIME:** 25



**NAME/TITLE/DEPARTMENT:** **Guillermo Calvo**, Professor, Department of Economics, School of International and Public Affairs  
**YR. OF APPOINTMENT:** 2007  
**EDUCATION:** Ph.D., Yale University, 1974  
**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Macroeconomic policy in Latin America, capital flows

**FIELD RESEARCH EXPERIENCE:** Argentina, Mexico

**COURSES:** Macroeconomics Seminars,

**RECENT PUBLICATIONS:**

"On Capital Inflows, Liquidity and Bubbles," manuscript May 22, 2011.

"The Labor Market Consequences of Financial Crises With or Without Inflation: Jobless and Wageless Recoveries" (with Fabrizio Coricelli and Pablo Ottonello) NBER Working Paper 18480, 2012.

"Optimal Holdings of International Reserves: Self-Insurance against Sudden Stop," *Monetaria* (CEMLA), Vol. 1, No. 1, 2013. Also NBER Working Paper 18219, July 2012.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

Doctor Honoris Causa, Di Tella University, Buenos Aires, Argentina, 2012.

**NAME/TITLE/DEPARTMENT:** **Alex Carballo-Diéguez**, Professor of Medical Psychology (in Psychiatry) at CUMC, Department of Psychiatry, Columbia University, College of Physicians and Surgeons  
**YR. OF APPOINTMENT:** 1989  
**EDUCATION:** M.A., Catholic University of Buenos Aires, 1975  
Ph.D. New School for Social Research, 1986

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; French-4

**RESEARCH/TEACHING SPECIALIZATIONS:** HIV, Latino health, Latin America, Argentina

**FIELD RESEARCH EXPERIENCE:** Argentina, Puerto Rico

**COURSES:** Psychiatry and Psychology

**RECENT PUBLICATIONS:**

Carballo-Diéguez A, Balan I, Dolezal C, Brito de Mello M, Leu C: Recalled sexual experiences in childhood with older partners: A study of Brazilian men who have sex with men and male-to-female transgender persons. *Archives of Sexual Behavior* 2012;41(2): 363-376

Carballo-Diéguez A, Frasca T, Dolezal C, Balan I: Will gay and bisexually active men at high risk of infection use over-the-counter rapid HIV tests to screen sexual partners? . *Journal of Sex Research* 2012;49(4): 379-387

Carballo-Diéguez A, Balan I, Marone R, Pando M, Dolezal C, Barreda V, Leu C, Avila MM: Use of respondent driven sampling (RDS) generates a highly diverse sample of men who have sex with men (MSM) in Buenos Aires, Argentina. *PLoS ONE* 2011;6(11)

**NUMBER OF THESIS/DISSERTATIONS SUPERVISED SINCE 2010:** 4

**PERCENTAGE OF TIME:** 50

NAME/TITLE/DEPARTMENT: **José Antonio Castellanos Pazos**, Lecturer in Language (Portuguese),  
Director of the Portuguese Language Program

YR. OF APPOINTMENT: 1998

EDUCATION: M Phil Latin American Literature NYU 2007 / M.A. Latin American  
Literature, SUNY Albany 1996 / M.D. Universidad Veracruzana 1982.

FOREIGN LANGUAGE COMPETENCE: Spanish- 5, English-5, Portuguese -5, French-3,  
Italian -1

PEDAGOGY TRAINING FOR LANGUAGE INSTRUCTORS: The Peer Mentoring Program For Language  
Lecturers at Columbia University

RESEARCH/TEACHING SPECIALIZATIONS: Second Language Acquisition / Spanish and Portuguese

AREA, INTERNATIONAL STUDIES COURSES TAUGHT (COURSES THROUGH CONTENT) IN 2012-2013  
Spanish and Portuguese

RECENT PUBLICATIONS:  
(in progress) Gramática Básica do Estudante de Português. Difusión Editorial has accepted a proposal to adapt a  
Portuguese Grammar textbook. This project is a collaboration with Ana Paula Huback.

(in progress) Grammar and Exercises Supplement: Comprehensive Elementary Portuguese for Spanish  
Speakers. Since Fall 2006, this is a course Packet in use for my Portuguese for Spanish Speakers course at  
Columbia University. I plan to submit an extended version of this work, as a textbook manuscript for publication.

PERCENTAGE OF TIME: 100

**NAME/TITLE/DEPARTMENT:** **Margaret Crahan**, Adjunct Senior Research Scholar, Director, Cuban Program,  
Professor Emerita, City University of New York

YR. OF APPOINTMENT: N/A

EDUCATION: BA, College of New Rochelle, 1960; MA, Georgetown University, 1963; Ph.D.,  
Columbia University, 1967

FOREIGN LANGUAGE COMPETENCE: Spanish- 5

RESEARCH/TEACHING SPECIALIZATIONS:

FIELD RESEARCH EXPERIENCE: Cuba

RECENT PUBLICATIONS: N/A

PERCENTAGE OF TIME: 100

RECENT AWARDS: Open Society Institute Grant: Human Rights: Challenges of the Past/Challenges for the  
Future, 2009; Woodrow Wilson International Center for Scholars Grant—Cuba: Economía y Sociedad, 2009.

**NAME/TITLE/DEPARTMENT:** Douglas Chalmers, Professor Emeritus/ Political Science

**YR. OF APPOINTMENT:** 1967

**EDUCATION:** Ph.D. Yale, 1962.

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese –5

**RESEARCH/TEACHING SPECIALIZATIONS:** Latin American politics, international influence on domestic policies, the role of non-governmental organizations in Politics.

**FIELD RESEARCH EXPERIENCE:** Colombia, Brazil, Mexico

**RECENT PUBLICATIONS:**  
 “How Do Civil Society Associations Promote Deliberative Democracy?” Paper presented at the Latin American Studies Association, Washington, DC, September 2001  
 “Civil Society’s Links to Politics: The Importance of Second Level Political Institutions” 3/00.  
*The New Politics of Inequality*, coeditor, *New Forms of Popular Representation in Latin America*, Oxford University Press. 1997.

**PERCENTAGE OF TIME** 75

**NAME/TITLE/DEPARTMENT:** Ellen Chapnick, Dean for Social Justice Initiatives/, Lecturer-In-Law, School of Law

**YR. OF APPOINTMENT:** 1993

**EDUCATION:** B.A. Cornell University, 1969; J.D.L. Georgetown University Law Center, 1974

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Social justice issues and public interest law in Latin America. Dean Chapnick is leading a major effort at the Law School to promote public interest in law in Latin America.

**FIELD RESEARCH EXPERIENCE:** Argentina, Puerto Rico

**COURSES:** Externship: Federal Government Ethics

**RECENT PUBLICATIONS:**  
*Access to the Courts* chapter in *The Law of Environmental Justice: Theories and Procedures to Address Disproportionate Risks*, American Bar Association, 2000.

**PERCENTAGE OF TIME:** 25%

**NAME/TITLE/DEPARTMENT:** Graciela Chichilnisky, Professor/Department of Economics  
**YR. OF APPOINTMENT:** 1979

**EDUCATION:** M.A. University of California, Berkeley, 1970; Ph.D., University of California, Berkeley, 1971; PhD University of California, Berkeley, 1976

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5 French-3

**RESEARCH/TEACHING SPECIALIZATIONS:** Globalization, international economy, econometrics, and emissions trading.

**FIELD RESEARCH EXPERIENCE** Argentina

**COURSES:** Globalization and its Risks

**RECENT PUBLICATIONS**

The Economics of Climate Change, vol. I, II, Cheltenham P: UK, 2010.

"The Need for Sustainable Development and a Carbon Market: Avoiding Extinction". In Bernard, L. & W. Semmler, *The Oxford Handbook of the Macroeconomics of Global Warming*, (chap. 27). New York: Oxford University Press, 2014.

Beyond the Global Divide: From Basic Needs to the Knowledge Revolution (Forthcoming)

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** John H. Coatsworth, Professor, Department of History and Provost, Columbia University  
**YR. OF APPOINTMENT:** 2007  
**EDUCATION:** BA, Wesleyan University, 1963; Ph.D., 1972, University of Wisconsin, Madison

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Economic History, Latin America, Mexico

**FIELD RESEARCH EXPERIENCE:** Mexico, Central America, and the Caribbean

**RECENT PUBLICATIONS:**

*Cambridge Economic History of Latin America* (2 vols., Cambridge University Press, 2006), edited with Victor Bulmer-Thomas and Roberto Cortes Conde.

"Inequality, Institutions and Economic Growth in Latin America," *Journal of Latin American Studies*, 40, 545–569, 2008.

"Lost Decades: Post Independence Performance in Latin America and Africa," with Robert H. Bates and Jeffrey G. Williamson *Journal of Economic History*, 67:4 (December 2007): 917-43.

"Lost Decades: Lessons from Post-Independence Latin America for Today's Africa," National Bureau of Economic Research, Working Paper No. 12610, October 2006.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Maritza E. Colón**, Executive Director, Institute of Latin American Studies

YR. OF APPOINTMENT: 2012

EDUCATION: M.A. in Global Histories, Latin America concentration, New York University

FOREIGN LANGUAGE COMPETENCE: Spanish- 5; Portuguese-2

COURSES: N/A

RESEARCH/TEACHING SPECIALIZATIONS: N/A

FIELD RESEARCH EXPERIENCE:

RECENT PUBLICATIONS: N/A

PERCENTAGE OF TIME: 100

**NAME/TITLE/DEPARTMENT:** **Lambros Comitas**, Gardner Cowles Professor of Anthropology and Education/ International and Transcultural Studies, Teachers College.

YR. OF APPOINTMENT: 1988

EDUCATION: A.B., Columbia University, 1948; ,Ph.D. Columbia University., 1962

FOREIGN LANGUAGE COMPETENCE: Spanish-5

RESEARCH/TEACHING SPECIALIZATIONS: Socio-cultural change, education in the developing world, drugs and society, the Caribbean and Latin America, and migration studies. Professor Comitas is a former director of ILAS.

FIELD RESEARCH EXPERIENCE: Caribbean Region, Bolivia, Argentina, Greece, Union of Soviet Socialist Republics, Co-Principality of Andorra

COURSES: Culture and society in the Caribbean, Practicum in anthropological field techniques, First-year colloquium in applied anthropology, Studies in international and transcultural studies, Studies in anthropology and education

RECENT PUBLICATIONS:

"Ethnology: West Indies." *Handbook of Latin American Studies*, Vol. 59, 2001

"Con Itaca en mi pensamiento: la odisea de un antropólogo." *IICE: Revista del Instituto de Investigaciones en Ciencias de Educacion*. University of Buenos Aires, Buenos Aires, Argentina, 2001

PERCENTAGE OF TIME: 100

**NAME/TITLE/DEPARTMENT:** Regina Cortina, Professor, Teachers College  
**YR. OF APPOINTMENT:** 2006  
**EDUCATION:** Ph.D. Stanford University, 1985

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 5  
**FOREIGN LANGUAGE COMPETENCE:** Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Comparative education, Mexico.

Harlem School Partnership: faculty member on the project team for the GE Grant working with students of Latin American and Caribbean origin in schools in Northern Manhattan.

**FIELD RESEARCH EXPERIENCE:** Mexico

**COURSES:** Seminar in International and Transcultural Studies, Education Across the Americas; Gender, Education and International Development, Latinos in Urban Schools; Indigenous Rights and Education Across the Americas

**RECENT PUBLICATIONS:**

Cortina, R. (Ed.). 2014. The Education of Indigenous Citizens in Latin America. Clevedon, UK: Multilingual Matters.

Cortina, R., & San Román, S. (Eds.). (2006) Women and Teaching: International Perspectives on the Feminization of a Profession. New York: Palgrave.

Cortina, R., & Gendreau, M. (Eds.). (2003). Immigrants and Schooling: Mexicans in New York. New York: Center for Migration Studies.

Cortina, R. "Latinos and Educational Policy in the Global American South." Latino Research Review 6 (3, 2008): 93-104

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Angelina Craig-Florez, Lecturer, Latin American and Iberian Cultures  
**YR. OF APPOINTMENT:** 2002  
**EDUCATION:** Ph.D. Columbia University, 2002

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; English-5, French-3; Italian-3, Portuguese -1

**AREA, INTERNATIONAL STUDIES COURSES TAUGHT (COURSES THROUGH CONTENT) IN 2012-2013**  
Spain in its Art

**PEDAGOGY TRAINING FOR LANGUAGE INSTRUCTORS:**  
Teacher training for New Teaching Fellows as Director of the Language Program (2002-2007)

**RECENT PUBLICATIONS:** Ongoing manuscript preparation for an Intermediate Spanish textbook

**RESEARCH/TEACHING SPECIALIZATIONS:** Language pedagogy.

**FIELD RESEARCH EXPERIENCE:** Mexico

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** James Crapotta, Senior Lecturer/ Spanish and Latin American Cultures, Barnard College  
**YR. OF APPOINTMENT:** 1975  
**EDUCATION:** BA, Queens College, 1969; PhD, Harvard University, 1979

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Foreign language methodology and pedagogy, Golden Age Spanish literature, and Hispanic gay and lesbian studies.

**FIELD RESEARCH EXPERIENCE:** Costa Rica

**RECENT PUBLICATIONS:**  
"Facetas: Conversación y redacción," Boston: Heinle & Heinle, 1994

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Catherine Crowley, Senior Lecturer and Coordinator of Bilingual/Bicultural Emphasis Track and the Bilingual Extension Institute, Teachers College  
**YR. OF APPOINTMENT:** 1997

**EDUCATION:** B.A. University of Rochester; M.A. Kean University; J.D. Rutgers Law School-Newark

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Speech-language pathology, bilingual education. Professor Crowley has established a program for speech-language pathology in Bolivia which brings graduate students to learn about language, culture, and education/special education there.

She received ASHA's Certificate of Recognition for Special Contributions to Multicultural Affairs 2007 and the Outstanding Teacher Award from Dean of College based upon student evaluations at Teachers College.

**FIELD RESEARCH EXPERIENCE:** Bolivia

**COURSES:** Assessment and Evaluation, Language disorders in Children, Communication disorders in bilingual/bicultural children, Current issues and practices in speech-language pathology

**RECENT PUBLICATIONS:**  
Crowley, C., & Baigorri, M. (2012, October 30). International Service That Really Serves. *The ASHA Leader*. Retrieved from <http://www.asha.org/Publications/leader/2012/121030/International-Service-That-Really-Serves/>

Levy, E., & Crowley, C. (2012). Beliefs regarding the impact of accent within speech-language pathology practice areas. *Communication Disorders Quarterly*, 34(1), 47-55. doi: 10.1177/1525740112446851.

Levy, E. S. & Crowley, C. J. (2012). Policies and practices regarding students with accents in speech-language pathology training programs. *Communication Disorders Quarterly*, 34, 59-68. doi:10.1177/1525740111409567

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** Terence D'Altroy, Professor and Director-Center for Archeology/  
Anthropology  
**YR. OF APPOINTMENT:** 1982  
**EDUCATION:** Ph.D. University of California

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Archaeology, politics and economics of complex society, the Andean South America. Professor D'Altroy spends considerable time each year doing field work in Argentina and the Andean Region. He will teach a seminar on the Inka Empire in Spring 2006.

**FIELD RESEARCH EXPERIENCE:** Peru, Argentina

**COURSES:** The Rise of Civilization, Method and Theory in Architecture, INKA Empire, The Emergence of State Society

**RECENT PUBLICATIONS:**

The Incas: Inside an American Empire, 2004

The Incas, 2002

Empire and Domestic Economy, 2001

Empires: Perspectives from Archaeology and History, 2001

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Rodolfo de la Garza, Eaton Professor Emeritus of Administrative Law  
and Municipal Science, Dept. of Political Science  
**YR. OF APPOINTMENT:** 2001  
**EDUCATION:** B.A., M.A. and Ph.D. University of Arizona, 1972

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 5 Ph.D.; 10 M.A.; 2 B.A.

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5 Portuguese- 2

**RESEARCH/TEACHING SPECIALIZATIONS:** Immigration, ethnicity, and race, and Latino political behavior. Professor de la Garza oversees the M.P.A. program at SIPA. He specializes in problems of Mexico and Mexican immigrant communities.

**FIELD RESEARCH EXPERIENCE:** Mexico

**COURSES:** Immigrants and Immigration

**RECENT PUBLICATIONS:**

Rodolfo O. de la Gara, Louis DeSipio, and David Leal. Forthcoming. *Beyond the Barrio: Latinos and the 2004 Election*. University of Notre Dame Press.

Rodolfo O. de la Garza, et. al., *The Future of the Voting Rights Act*. 2006. New York: Russell Sage.

Rodolfo O. de la Garza. *Political Science and the Study of Immigration*. Forthcoming. In *The Future of Political Science: 100 Perspectives*, Routledge: New York.

**PERCENTAGE OF TIME:** 75



**NAME/TITLE/DEPARTMENT:** Christian Deseglise, Co-Director, BRICLab Adjunct Professor of International and Public Affairs  
**YR. OF APPOINTMENT:** 2013  
**EDUCATION:** M.A. Latin American Studies, La Sorbonne, Paris, MIA, International Affairs, Columbia U.

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** N/A  
**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5 Portuguese- 2 French-5

**RESEARCH/TEACHING SPECIALIZATIONS:** emerging markets and debt

**FIELD RESEARCH EXPERIENCE:** Colombia. Brazil

**COURSES:** The Rise of BRIC

**RECENT PUBLICATIONS:**  
"Le Défi des Pays Emergents: Une Chance pour la France", 2012.

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** John G. Dinges, Godfrey Lowell Cabot Professor, School of Journalism  
**YR. OF APPOINTMENT:** 1996  
**EDUCATION:** B.A. Loras College; M.A., Stanford University  
**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 25 M.A.

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese – 2, German –4

**RESEARCH/TEACHING SPECIALIZATIONS:** Guerrilla wars; intelligence and military affairs and human rights in Latin America. John Dinges focuses on human rights issues in Latin America and organizes the annual Maria Cabot prizes in journalism awarded to Latin American journalists.

**COURSES:** Radio, Masters Project Seminar

**FIELD RESEARCH EXPERIENCE:** Chile, Argentina, Paraguay, Uruguay, Bolivia, Panama

**RECENT PUBLICATIONS:**  
The Condor Years: How Pinochet and his Allies Brought Terrorism to Three Continents, 2004.  
Our Man in Panama: The Shrewd Rise and Brutal Fall of Manuel Noriega, 1990.  
Assassination on Embassy Row, 1980.

Numerous journalism pieces for *Time*, *Washington Post*, *NPR*, etc.

**PERCENTAGE OF TIME:** 75

**NAME/TITLE/DEPARTMENT:** Cristiane Duarte, Assistant Professor of Clinical Psychiatry/Psychiatry  
**YR. OF APPOINTMENT:** 2003  
**EDUCATION:** B.A. University of Sao Paulo, 1992; Ph.D. Federal University of SP, 2000; Post-Doc Columbia University, 2003; MPH Columbia University, 2005

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 1  
**FOREIGN LANGUAGE COMPETENCE:** Portuguese- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Epidemiology of psychiatric disorders in children and adolescents, child and adolescent mental health/well-being in Latin America. Presently, she is doing field work in Brazil.

**FIELD RESEARCH EXPERIENCE:** Brazil

**RECENT PUBLICATIONS:**

Ventura, C., **Duarte, C.S.**, Godinho, P. G. (2008) A saúde mental infantil na saúde pública Brasileira: Perspectivas e desafios atuais. [Child mental health and public health in Brazil: Current perspectives and challenges]. *Revista Brasileira de Psiquiatria* 30(4): 390 – 398.

**Duarte, C. S.**, Couto, M. C. V., Graeff-Martins, A. S., Pegoraro, R. F. Cavalcanti, M. T, (2008) *Conhecendo a Rede Pública Ampliada de Atenção à Saúde Mental da Criança e do Adolescente: Dimensões da Exclusão* (Relatório Final). Núcleo de Pesquisa em Políticas Públicas de Saúde Mental IPUB-UFRJ, Rio de Janeiro e Division of Child and Adolescent Psychiatry, Columbia University, New York.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Alan Dye, Associate Professor of Economics with tenure, Barnard College  
**YR. OF APPOINTMENT:** 1998  
**EDUCATION:** BA Technological University, 1981; Ph.D. University of Illinois, 1991

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Economic history of Latin America and the Caribbean, business organization and microeconomics. Professor Dye's interests are in the area of entrepreneurship in Latin America. He also teaches the economic history of Latin America.

**NUMBER OF THESIS/DISSERTATIONS SUPERVISED SINCE 2010:** 4

**FIELD RESEARCH EXPERIENCE:** Caribbean region

**COURSES:**

**RECENT PUBLICATIONS:**

"The Institutional Framework," *The Cambridge Economic History of Latin America, Volume II: The Long Twentieth Century*, V. Bulmer-Thomas, J. Coatsworth, and R. Cortés Conde, eds. (Cambridge, England: Cambridge University Press, forthcoming).

"Commercial Policy-Nontariff Barriers," *The Oxford Encyclopedia of Economic History* (forthcoming).

"The Institutional Determinants of the Hawley-Smoot Tariff," with R. Sicotte (under revision for *The Journal of Law, Economics, and Organization*).

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Albert Fishlow, Professor Emeritus, Department of International Affairs  
**YR. OF APPOINTMENT:** 2000  
**EDUCATION:** B.A. University of Pennsylvania; Ph.D. Harvard University

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese- 5;  
French- 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Economic history and Brazilian economy, trade and finance.  
Professor Fishlow is at work on an examination of the Brazilian economy since 1985. He will offer his course on the history of the Brazilian economy in Spring 2006.

**FIELD RESEARCH EXPERIENCE:** Brazil

**COURSES:** N/A

**RECENT PUBLICATIONS:**

Desenvolvimento no Brasil e na latinoamérica, Editora Paz e Terra, 2004.

"Latin America Jogs Left," Milken Institute Review, Third Quarter, 2006.

"Brazil: FTA or FTAA or WTO?" in Jeffrey Schott edition: Free Trade Agreements, 2004.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Aaron Fox, Associate Professor of Music, with tenure, Graduate School of Arts and Sciences

**YR. OF APPOINTMENT:** 1997

**EDUCATION:** B.A. Harvard College, 1988; Ph.D. University of Texas at Austin, 1995

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 3

**FOREIGN LANGUAGE COMPETENCE:** Spanish-4

**RESEARCH/TEACHING SPECIALIZATIONS:** Language and music, in working-class cultures, in music and social identity, and in semiotics and poetics. More recently, his work has focused on issues of cultural and intellectual property, specifically in 5 American communities.

**FIELD RESEARCH EXPERIENCE:**

**COURSES:**

**RECENT PUBLICATIONS:**

Forthcoming (a) *Songs Out of Place: Country Musics of the World*. (Co-edited with Christine Yano). Duke University Press, 2007.

"Music, class, and the ethnomusicology of North America." In P. Bohlman, ed., *The Cambridge History of World Music*.

*Real Country: Music, Language, and Feeling in Texas Working-Class Culture*, Duke University Press.

"Orality" essay in M. Silverstein, ed., *The Elsevier Encyclopedia of Language and Linguistics*. London: Elsevier, 2006.

"White Trash Alchemies of the Abject Sublime: Country as 'Bad Music.'" in C. Washburne and Maiken Derno, eds., *Bad Music: The Music We Love to Hate*. New York: Routledge. (2004)

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** Nelson Fraiman, Professor of Professional Practice/ Columbia School of Business  
**YR. OF APPOINTMENT:** 1995  
**EDUCATION:** B.S., Columbia University, 1968; M.S., 1969; M.B.A., 1971; Ph.D. 1977  
**FOREIGN LANGUAGE COMPETENCE:** Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Institutionalizing quality improvement and the retailing, consulting and process industries with application to Latin America. Professor Fraiman teaches in Argentina during the summer. He is a liaison between ILAS and the Business School.

**FIELD RESEARCH EXPERIENCE:** Uruguay, Argentina

**COURSES:**

**RECENT PUBLICATIONS:**

"BPSS: A Scheduling Support System for the Packaging Industry," (Co-author with L.B. Adler, E. Kobacker and M.L. Pinedo) in Operations Research, 1993.

"On the Architecture of a Prototype Scheduling System," (Co-author with M. L. Pinedo and B. Yen), 1993.

"Scheduling Algorithms for Flexible Flow Lines," Proceedings of the 1992 NSF Design and Manufacturing Systems Conference. January 1992. (Co-author with M.L. Pinedo).

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** Daniel Friedrich, Assistant Professor, Dept. of Curriculum and Teaching, Teachers College

**YR. OF APPOINTMENT:** 2010

**EDUCATION:** PhD in Curriculum and Instruction, minor in Latin American, Caribbean and Iberian Studies, 2010. University of Wisconsin-Madison, WI, B.A. [Licenciatura] in Educational Sciences, minor in Philosophy, 2003. Universidad Nacional de Buenos Aires, Buenos Aires, Argentina

**FOREIGN LANGUAGE COMPETENCE:** Spanish: 5, German: 4, Portuguese: 2

**RESEARCH/TEACHING SPECIALIZATIONS:** Epistemological and philosophical questions, as they relate to the politics of schooling and of teacher education

**FIELD RESEARCH EXPERIENCE:** Argentina, Chile

**COURSES:**

**RECENT PUBLICATIONS:**

Lewis, T. & Friedrich, D. (under review). Educational States of Suspension. *Journal of Curriculum Theorizing*.

Friedrich, D. (2014) Global Micro-Lending in Education Reform:

Enseñanza por Argentina and the Neoliberalization of the Grassroots. *Comparative Education Review*, 58(2), 296-321.

Friedrich, D. (2014). "We brought it upon ourselves": University-based Teacher Education and the Emergence of Boot-Camp-Style Routes to Teacher Certification. *Education Policy Analysis Archives*, 22(2). Retrieved from <http://epaa.asu.edu/ojs/article/view/1193>

Goulding, C., Walter, M., & Friedrich, D. (2013). Pedagogy, Torture, Exhibition: A Curricular Palimpsest. *Journal of Curriculum and Pedagogy*, 10(2), 158-176.

Friedrich, D. (2014). Democratic education as a curricular problem. Historical consciousness and the moralizing limits of the present. Routledge.

**NUMBER OF THESES/DISSERTATIONS SUPERVISED SINCE 2010:** 100

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** Guillermo Gallego, Liu Family Professor, Department of Industrial Engineering & Operations Research  
**YR. OF APPOINTMENT:** 2000  
**EDUCATION:** B.A.UCLA, San Diego, 1980; Ph.D. Cornell University, 1988  
**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 12  
**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Engineering and Applied Sciences, Mexico

**FIELD RESEARCH EXPERIENCE:** Mexico

**RECENT PUBLICATIONS:**

"New York's Multilingualism: World Languages and their Role in a U.S. City," In García, Ofelia and Joshua A. Fishman, eds. *The Multilingual Apple: Languages in New York City*. Berlin: Mouton, pp. 3-50, 1997

G. Gallego and B. Toktay. All-or-Nothing Ordering under a Capacity Constraint and Forecasts of Stationary Demand. To appear in *Operations Research*.

G. Gallego and O. Ozer. A New Algorithm and a New Heuristic for Serial Supply Systems. To appear in *Operations Research Letters*.

Gallego, G. and R. Phillips. Revenue Management of Flexible Products. To appear in *M&SOM*.

Gallego, G., Katircioglu, K., and B. Ramachandran. A Note on The Inventory Management of High Risk Items. To appear in *Operations Research Letters*.

Gallego, G. and H. Hu. (2004) Optimal policies for production/inventory systems with finite capacity and Markov-modulated demand and supply processes. in *Stochastic Models of Production-Inventory Systems*, G. Liberopoulos et al. (eds.), *Annals of Operations Research*, 125/126.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** Informs Fellow, 2012

**NAME/TITLE/DEPARTMENT:** Richard Garfield, Henrik H. Bendixen Clinical Professor of International Nursing  
**YR. OF APPOINTMENT:** 1987  
**EDUCATION:** B.A. Beacon College, 1977; M.P.H. Columbia University, 1980; Ph.D. Columbia University, 1985; M.S. Columbia University 1986  
**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5 Portuguese- 3 French- Italian-

**RESEARCH/TEACHING SPECIALIZATIONS:** Evaluation of disease control programs, health systems analysis and humanitarian assessment. Professor Garfield's courses in nursing use abundant examples drawn his fieldwork in the region.

**FIELD RESEARCH EXPERIENCE:** Haiti, Cuba, Colombia, Brazil, Nicaragua

**COURSES:**

**RECENT PUBLICATIONS:**

Garfield R. Priorities for Mortality Reduction in Haiti. *Disaster Medicine and Public Health Preparedness*, 2010 March 4(1): 18-20, Copyright © Society for Disaster Medicine and Public Health, Inc. 2010

Abramson DM, Sterling-Ariza T, Garfield R, Redlener I. The prevalence and predictors of mental health distress post-Katrina: findings from the Gulf coast. *Disaster Medicine and Public Health Preparedness*, June 2008.

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** **Alejandro Garro**, Adjunct Professor of Law; Senior Research Scholar/ Parker School of Foreign and Comparative Law  
**YR. OF APPOINTMENT:** 1981  
**EDUCATION:** J.D. National University of La Plata (Argentina), 1975; LLM, Louisiana State University, 1979; J.S.D., Columbia University. 1990  
**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 3 Ph.D.; 8 LLM  
**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5 English- 5, French-4 Portuguese-2

**RESEARCH/TEACHING SPECIALIZATIONS:** Comparative law and international business transactions, Latin American law, and the Inter-American system for the protection of human rights. Professor Garro teaches one of the principal courses on Latin America in the Law School. He also participates in the faculty working group on Argentina.

**FIELD RESEARCH EXPERIENCE:** Mexico, Guatemala, Costa Rica, El Salvador, Argentina, Brazil, Peru, Uruguay

**COURSES:**

**RECENT PUBLICATIONS:**  
 "Staffing the Judiciary and Prosecutorial Offices in Argentina: Trials and Tribulations in Search of Merit, Integrity, and Accountability," 2000  
 "International Commercial Arbitration in Latin America: Recent Law Reforms, en Derecho comercial internacional: Arbitragem," 2002 *Harmonization of Personal Property Security Law: National, Regional and Global Initiatives*, VIII- 2003- 1/2 Uniform Law Review. Revue de droit uniforme pp. 357-68 (2003)  
**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Kaiama L. Glover**, Associate Professor, French Department, Barnard  
**YR. OF APPOINTMENT:** 2002  
**EDUCATION:** Columbia University, New York, NY 1995-2002, Ph.D. in French and Romance Philology; Harvard University, B.A. in History and Literature, June 1994  
**FOREIGN LANGUAGE COMPETENCE:** French- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Francophone literature, particularly that of Haiti and the French Antilles, colonialism and postcolonialism, and African cinema

**FIELD RESEARCH EXPERIENCE:** France, Haiti, Dominican Republic

**COURSES:**

**RECENT PUBLICATIONS:**  
 The Audacity of the "I": Women in Community and the Ethics of Self-Care in Caribbean Prose Fiction (in progress).

Haiti Unbound: A Spiralist Challenge to the Postal Canon. Liverpool University Press, 2010.

Haiti Reader. co-eds. Laurent Dubois, Nadève Ménard, Millery Polyné, and Chantelle Verna, Duke University Press (accepted for publication, in progress).

Revisiting Marie Vieux Chauvet: Paradoxes of the Postcolonial Feminine, co-ed. Alessandra Benedicty for Yale French Studies (accepted for publication, in progress).

**NUMBER OF THESES/DISSERTATIONS SUPERVISED SINCE 2010:** 3

**PERCENTAGE OF TIME:** 75

**NAME/TITLE/DEPARTMENT:** Patricia Grieve, Nancy and Jeffrey Marcus Professor, Department of Latin American and Iberian Cultures  
**YR. OF APPOINTMENT:** 1992  
**EDUCATION:**

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 5

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 4

**RESEARCH/TEACHING SPECIALIZATIONS:** Medieval Spanish and comparative literature, Golden Age literature

**FIELD RESEARCH EXPERIENCE:**

**COURSES:**

**RECENT PUBLICATIONS:**

*Framed: Legal Fictions and the Medieval and Renaissance Novella Tradition and Women, National Allegory and the Conversion of History in Medieval and Early Modern Spain* (In Progress)

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** Stephany Griffith Jones, Executive Director, Initiative for Policy Dialogue, ISERP  
**YR. OF APPOINTMENT:** 2008  
**EDUCATION:** B.A. Universidad de Chile, 1971; Ph.D. Cambridge University, 1981.

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 4; Portuguese- 3

**RESEARCH/TEACHING SPECIALIZATIONS:** International finance and economic development, Chile, Latin America

**FIELD RESEARCH EXPERIENCE:** Chile

**COURSES:**

**RECENT PUBLICATIONS:**

International Finance and Development, Orient Longman: United Nations, 2006. Ocampo, JA, Kregel, J, and Griffith-Jones, S.

*The Pro-cyclical Impact of Basle II on Emerging Markets and its Political Economy*, Stephany Griffith-Jones, and Avinash Persaud, in Stiglitz and Ocampo (eds), Capital market liberalization, OUP, 2007.

Report on Derivatives Markets: Stabilizing or Speculative Impact on Chile and a Comparison with Brazil, Stephany Griffith-Jones and Randall Dodd, report for CEPAL/ECLAC with IADB support, 2006.

*GDP Bonds: Making it Happen*, Stephany Griffith-Jones and Krishnan Sharma, DESA Working Paper No. 21, 2006.

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** Steven Gregory, Associate Professor, with tenure, Anthropology  
**YR. OF APPOINTMENT:** 2000  
**EDUCATION:** B. F. A. Pratt Institute, 1976, M.S. Pratt Institute, 1978; M.A. New School for Social Research, 1982; Ph.D. New School for Social Research, 1986.  
**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 3

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 4; Portuguese- 3

**RESEARCH/TEACHING SPECIALIZATIONS:** The formation and reproduction of social hierarchies and political identities in the United States and in the Caribbean.

**FIELD RESEARCH EXPERIENCE:** Dominican Republic

**COURSES:**

**RECENT PUBLICATIONS:**

The Devil Behind the Mirror: Globalization and Spatial Politics in the Dominican Republic. University of California. 2005

Santería in New York City: A Study in Cultural Resistance. Garland, Publishers. 2000

Black Corona: Race and the Politics of Place in an Urban Community. Princeton University Press. 1998

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** Sara Guerschanik Calvo, Lecturer, School of International and Public Affairs

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** Ph.D., Economics, Columbia University

**FOREIGN LANGUAGE COMPETENCE:** English, Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Macroeconomic and financial policies in emerging markets.

**FIELD RESEARCH EXPERIENCE:** Emerging markets, Latin America, Bolivia

**COURSES:**

**RECENT PUBLICATIONS:**

Financial Crises, Social Impact, and Risk Management: Lessons and Challenges. February 2012. Background paper for the World Bank's 2014 World Development Report.

The global financial crisis of 2008-10: A view from the Social Sectors. 2010. Background paper for the *Human Developments Report*. Research Paper 2010/18. July 2010. United Nations Development Program.

**PROJECTS AND RESEARCH WITH A PROFESSIONAL SCHOOL OR ORGANIZATIONS**

During May 10-17 visited the Havana University as a member of the first Columbia U.-Havana University faculty exchanges led by Dr. Margaret Crahan

Starting July 2014 will be chairing the University Seminar of Latin America

May 3, 2012, Red de Accion Politica (RAP), Argentina. Presentation on Financial Challenges for Small and Medium Enterprises for Argentine policymakers and private sector representative, Columbia University  
April 3, 2014. University Seminar on Latin America: Revisiting Latin America industrialization episodes

**PERCENTAGE OF TIME:** 100



**NAME/TITLE/DEPARTMENT:** **Maria Torres Guzman**, Associate Professor of Bilingual Education,  
International & Transcultural Studies, Teachers College  
**YR. OF APPOINTMENT:** 2001  
**EDUCATION:** B.A., Universidad de Puerto Rico; M.A., University of Michigan; Ph.D.  
Stanford University

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 3  
**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Cross-cultural communication and classroom interaction, diversity and teacher education, bicultural/bilingual curriculum, parental involvement in bilingual/bicultural education, and Spanish language arts.

**FIELD RESEARCH EXPERIENCE:** Caribbean, including Puerto Rico and the Dominican Republic.

**COURSES:**

**RECENT PUBLICATIONS:**

Torres-Guzmán, M.E. & Swinney, R (under contract). *Freedom at Work: Language, Professional, and Intellectual Development*. Boulder, CO: Paradigm Press.

Torres-Guzman, M. E. & Gomez, J. (Eds.) (in press). *Global Perspectives on Multilingualism: Unity in Linguistic Diversity*. NY: Teachers College Press.

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** **Maria Yellowhorse Brave Heart**, Associate Professor of Social Work  
**YR. OF APPOINTMENT:** 2007  
**EDUCATION:** B.S. Tufts University, 1974; Ph.D Smith College School for Social Work, 1995

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 2

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Group trauma among 5 Peoples of the Americas, historical trauma theory and interventions for American Indians, Latin American Indians, and Latinos

**COURSES:**

**RECENT PUBLICATIONS:**

Brave Heart, M.Y.H. (2007). The impact of historical trauma: The example of the 5 community. In M. Bussey & J. Wise, (Eds.), *Transforming trauma: Empowerment responses*. New York: Columbia University Press.

Brave Heart, M.Y.H., DeBruyn, L.M., Crazy Thunder, D., Rodriguez, Jr., B., & Grube, K. (2005). *This is hallowed ground: 5 voices from ground zero*, In Y. Danieli & R. Dingman (Eds.), *On the ground after September 11: Mental health responses and practical knowledge gained on the third anniversary* (pp.332-340). New York: Haworth Press.

Brave Heart, M.Y.H. (2005). Substance abuse, co-occurring mental health disorders, and the historical trauma response among American Indians/ Alaska 5s. *Research Monograph*, Bureau of Indian Affairs, DASAP, Washington, DC.

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** Jennifer Hirsch, Associate Professor, Department of Socio-medical Sciences, Mailman School of Public Health  
**YR. OF APPOINTMENT:** 2004  
**EDUCATION:** Ph.D. Johns Hopkins University, 1998  
**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 1 Ph.D.; 1 M.P.H.  
**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Gender, sexuality, and reproductive health, U.S.-Mexico migration and migrant health, the applications of anthropological theory and methods to public health research and programs, and faith-based approaches to public health.

**FIELD RESEARCH EXPERIENCE:** Mexico

**COURSES:**

**RECENT PUBLICATIONS:**

Hirsch, Jennifer S., Sergio Meneses, Brenda Thompson, Mirka Negroni, Blanca Pelcastre, and Carlos del Rio. "The Inevitability of Infidelity: Sexual Reputation, Social Geographies, and Marital HIV Risk in Rural Mexico." *American Journal of Public Health* 97(6) 986-96 2007

Padilla, Mark B., Jennifer S. Hirsch, Robert Sember, Miguel Munoz-Laboy, and Richard Parker "Love and Globalization: Transformations of Intimacy in the Contemporary World" *Vanderbilt University Press* Nashville, TN 2007

Jennifer S. Hirsch and Holly Wardlow "Modern Loves: The Anthropology of Romantic Love and Companionate Marriage" *University of Michigan Press* Ann Arbor, MI 2006

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** Maja Horn, Associate Professor with tenure, Spanish & Latin American Cultures, Barnard College

**YR. OF APPOINTMENT:** 2006  
**EDUCATION:** B. A. Smith College, 1998; M.A. New York University, 2002; Ph.D. Cornell University, 2005  
**FOREIGN LANGUAGE COMPETENCE:** Spanish- 4

**RESEARCH/TEACHING SPECIALIZATIONS:** Contemporary Hispanic Caribbean cultures with a focus on literature, visual and performance art

**RESEARCH/TEACHING SPECIALIZATIONS:** Contemporary Caribbean cultures with a focus on literature, visual and performance art, and political culture. Her book *Masculinity after Trujillo*:

**COURSES:** Race and Performance in the Caribbean (Africana Studies/Theatre), Global Literatures: The Caribbean Diaspora (First-Year Seminar), Gender and Sexuality in Latin American Cultures (SLAC), Literature of the Spanish Caribbean: Poesía Popular, crónicas cantadas y prosas performativas del Caribe hispano (SLAC), Introduction to the Study of Hispanic Cultures (SLAC)

**RECENT PUBLICATIONS:**

The Politics of Gender in Dominican Literature is forthcoming (University Press of Florida, 2013), and she is currently completing a second book on queer Dominican literature, visual and performance arts. She also has published widely on Latin American and Caribbean arts for various art magazines in the U.S. and in the Dominican Republic.

**FIELD RESEARCH EXPERIENCE:** Dominican Republic

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Ana Paula Huback, Lecturer in Portuguese, Latin American and Iberian Cultures

**YR. OF APPOINTMENT:** 2010

**EDUCATION:** Master's and Ph.D. in Linguistics from the Universidade Federal de Minas Gerais)

**FOREIGN LANGUAGE COMPETENCE:** Brazilian Portuguese-5 English-5 Spanish-5

**PEDAGOGY TRAINING FOR LANGUAGE INSTRUCTION:** None

**RESEARCH/TEACHING SPECIALIZATIONS:** My research focus on how the usage of language in daily life accounts for phenomena of linguistic variation and change. I also analyze how speakers store, categorize and retrieve words in their mental lexicon. In addition to my research, I also work for the Brazilian Government elaborating the Brazilian Portuguese Proficiency Exam.

**FIELD RESEARCH EXPERIENCE:** Brazil

**COURSES:** Elementary Portuguese I, II, Comprehensive Intermediate Portuguese, Brazilian Portuguese Linguistics, Advanced Writing and Composition in Portuguese

**RECENT PUBLICATIONS:**

Huback, Ana Paula. A interferência da frequência em fenômenos linguísticos. (The interference of frequency on linguistic phenomena). Revista D.E.L.T.A. 29:1, p. 79-94, 2013.

Huback, Ana Paula. Book Review. Hispania. Portuguese: A reference grammar, by Sheila M. Ackerling and Rebecca, Jones Kellogg. Hispania 96:1, p. 185-185, 2013.

Huback, Ana Paula. Chunking and the reduction of the preposition para 'to, for' in Brazilian Portuguese. Studies in Hispanic and Lusophone Linguistics, 5.2, p. 277-295, 2012.

**NUMBER OF THESIS-DISSERTATIONS SUPERVISED SINCE 2010:** 14

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Clara Irazábal, Assistant Professor, School of Architecture, Planning and Preservation

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** B.S. Central University of Venezuela, 1987; Ph.D. UCLA, Berkeley, 2002

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 1

**FOREIGN LANGUAGE COMPETENCE:** Spanish -5; Portuguese - 4

**RESEARCH/TEACHING SPECIALIZATIONS:** Intersections of urban planning, culture and politics in Latin America and Latino U.S., Venezuela, Brazil, Colombia, Mexico

Recognized as an Exemplary Diversity Scholar by the National Center for Institutional Diversity (NCID), 2008

**FIELD RESEARCH EXPERIENCE:** Venezuela, Brazil, Colombia, Mexico

**COURSES:** Latin American Cities, Urban Planning Studio-Chile, Planning Theory, Growth and Management-Medellin, Colombia

**RECENT PUBLICATIONS:**

Irazábal, C. (ed.). Transbordering Latin Americas: Liminal Places, Cultures, and Powers (T)Here. Series: Routledge Research in Transnationalism. New York, London: Routledge, Taylor & Francis Group, 2014. <http://www.routledge.com/books/details/9780415840392/>

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Raul Katz, Adjunct Senior Research Scholar, Columbia School of Business  
**YR. OF APPOINTMENT:** 2006  
**EDUCATION:** MS MIT, 1981; PhD, MIT, 1985

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Telecommunications in Latin America, finance, economics

**FIELD RESEARCH EXPERIENCE:** Venezuela, Brazil, Colombia, Mexico

**COURSES:**

**RECENT PUBLICATIONS:**

La contribución de las tecnologías de la información y las comunicaciones al desarrollo económico: Propuestas de America Latina a los Retos Económicos Actuales In (2009) Coauthor(s): Raul Katz

El proceso de privatización y la liberalización de los mercados de telecomunicaciones en America Latina In *DigiWorld America Latina 2007* (2007) Coauthor(s): Raul Katz

The Economic and Social Impact of Telecommunications Output: A Theoretical Framework and Empirical Evidence for Spain In *Intereconomics* (2009) Coauthor(s): Raul Katz

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Robert Kaufman, Adjunct Professor of Political Science  
**YR. OF APPOINTMENT:** 1984  
**EDUCATION:** B.A. Harvard University, 1961; Ph.D. Harvard University, 1967

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5, Portuguese-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Latin American Politics in comparative perspective. Professor Kaufman is based at Rutgers University and spends parts of every Spring and Summer term at ILAS.

**FIELD RESEARCH EXPERIENCE:** Brazil, Argentina, Mexico

**COURSES:**

**RECENT PUBLICATIONS:**

"Crucial Needs Weak Incentives: Globalization, Democracy and Social Sector Reform in Latin America," Johns Hopkins Press, (edited volume) 2004

"Globalization, Democratization and Social Spending in Latin America," World Politics, 2001  
Reforming the State, 2000.

The Political Economy of Democratic Transitions, Princeton University Press 1995.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Rebecca Kobrin, Assistant Professor of History  
**YR. OF APPOINTMENT:** 2006  
**EDUCATION:** B.A. Yale University, 1994; Ph.D. University of Pennsylvania, 2002

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 3 Ph.D.  
**FOREIGN LANGUAGE COMPETENCE:** Hebrew 5; Yiddish 4; Russian 3; Polish 2; Spanish 2; German 1

**RESEARCH/TEACHING SPECIALIZATIONS:** Jewish History and Migration

**FIELD RESEARCH EXPERIENCE** Argentina

**COURSES:**

**RECENT PUBLICATIONS**  
Jewish Bialystok and its Diaspora (Indiana University Press, December 2009)

"Beyond the Myths of Mobility and Altruism: Jewish Immigrant Professionals and Jewish Social Work Agencies" in *A Jewish Feminine Mystique: Jewish Women in the Postwar Era*, Hasia Diner, Shira Kohn & Rachel Kranson eds. (Rutgers University Press, 2009)

American and Argentine Jewish Philanthropy, Polish Jewry and the Crisis of 1929? in *1929: Mapping the Jewish World*, Gennady Estraiakh, ed. (New York University Press, forthcoming)

Crisis and Collapse: Historical Perspectives on Jewish Bank Failures and American Capitalism, *Sh'ma: A Journal of Jewish Thought* (December 2008), 4-5

**PERCENTAGE OF TIME** 100

**NAME/TITLE/DEPARTMENT:** Eliza Kwon-Ahn, Student Affairs Coordinator

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** BA Rutgers University, 1997; MA New York University, 2001

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5, Portuguese- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Brazil, Arts & Cultures, Immigration & Cultural Assimilation, National Identity, and Social and Education Development

**FIELD RESEARCH EXPERIENCE:**

**RECENT PUBLICATIONS:** N/A

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**NAME/TITLE/DEPARTMENT:** Paul F. Lagunes, Assistant Professor, School of International and Public Affairs  
**YR. OF APPOINTMENT:** 2013  
**EDUCATION:** Ph. D. in Political Science, Yale University (2012)

**FOREIGN LANGUAGE COMPETENCE:** Spanish -5

**RESEARCH/TEACHING SPECIALIZATIONS:** Corruption and Transparency, especially in the context of city governments.

**FIELD RESEARCH EXPERIENCE:** Mexico, Peru and United States

**COURSES:**

**RECENT PUBLICATIONS:**

"The (Identification) Cards you are dealt: Biased Treatment of Anglos and Latinos using Municipal-issued versus Unofficial ID Cards," Political Psychology 10.10 (2013), joint with Ruth Dittmann.

"Corruption's Challenge to Democracy: A Review of the Issues." Politics & Policy 40.5 (2012).

"Documenting the Undocumented: A Review of the United States' First Municipal Id Program." Harvard Journal of Hispanic Policy 24 (2012), joint with Brian Levin and Ruth Dittmann.

**NUMBER OF THESES/DISSERTATIONS SUPERVISED SINCE 2010:** None

**PERCENTAGE OF TIME:** 75

**NAME/TITLE/DEPARTMENT:** Rafael Lantigua, Professor of Clinical Medicine, Columbia University College of Physicians and Surgeons  
**EDUCATION:** M.D. Universidad Autonoma de Santo Domingo, 1972

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Minority aging, Dominican Republic

**FIELD RESEARCH EXPERIENCE** Dominican Republic

**COURSES:**

**RECENT PUBLICATIONS**

Barriers, enablers, and incentives for research participation: a report from the Ambulatory Care Research Network (ACRN). Bakken S, Lantigua RA, Busacca LV, Bigger JT. J Am Board Fam Med. 2009 Jul-Aug;22(4):436-45.

Screening for generalized anxiety disorder symptoms in the wake of terrorist attacks: a study in primary care. Ghafoori B, Neria Y, Gameroff MJ, Olsson M, Lantigua R, Shea S, Weissman MM. J Trauma Stress. 2009 Jun;22(3):218-26.

The Mental Health Consequences of Disaster-Related Loss: Findings from Primary Care One Year After the 9/11 Terrorist Attacks. Neria Y, Olsson M, Gameroff MJ, Wickramaratne P, Gross R, Pilowsky DJ, Blanco C, Manetti-Cusa J, Lantigua R, Shea S, Weissman MM. Psychiatry. 2008 Winter;71(4):339-348.

Comparison of clinical manifestations in Alzheimer disease and dementia with Lewy bodies. Neri A, Reitz C, Tang MX, Santana V, Piriz A, Reyes-Dumeyer D, Lantigua R, Medrano M, Jiménez-Velázquez IZ, Lee JH, Mayeux R. Arch Neurol. 2008 Dec;65(12):1634-9.

**PERCENTAGE OF TIME** 50

**NAME/TITLE/DEPARTMENT:** Henry Levin, Professor, Teachers College  
**YR. OF APPOINTMENT:** 1997  
**EDUCATION:** B.A. New York University; Ph.D. Rutgers University, 1967

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5  
**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 7 Ph.D.; 10 M.A.  
**RESEARCH/TEACHING SPECIALIZATIONS:** Economics of education, cost-effectiveness analysis, school reform.

**FIELD RESEARCH EXPERIENCE** Mexico, Chile, Brazil, China

**COURSES:**

**RECENT PUBLICATIONS**  
The Price We Pay: Economic and Social Consequences of Inadequate Education, Co-edited with C. Belfield (Washington, D.C.: The Brookings Institution Press, 2007).  
Privatizing Educational Choice: Consequences for Parents, Schools, and Public Policy with C. Belfield (Boulder, CO: Paradigm Publishers, 2005).

**PERCENTAGE OF TIME** 25

**NAME/TITLE/DEPARTMENT:** Natasha Lightfoot, Assistant Professor, Department of History  
**YR. OF APPOINTMENT:** 2003  
**EDUCATION:** B.A. Yale University, 1999; Ph.D. New York University, 2007  
**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 2

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Emancipation, race, and labor studies within the fields of Caribbean, Atlantic World, and African Diaspora History

**FIELD RESEARCH EXPERIENCE** Mexico, Argentina, Brazil

**COURSES:** Comparative Slavery and Abolition in the Atlantic World; Resistance and the Black Atlantic; The Modern Caribbean

**RECENT PUBLICATIONS**  
 "If Not Now, When?: Lessons Learned from GSOC'S 2005-6 Strike," in The University Against Itself: The NYU Strike and the Future of the Academic Workplace, eds. Monika Krause, Mary Nolan, Michael Palm and Andrew Ross (Philadelphia: Temple University Press), 149-161

"The History of Mary Prince as a Historical Document of Slavery in Antigua and the British Empire," in Antigua & Barbuda International Literary Festival Magazine, no. 2, 28-32.

"Sunday Marketing, Contestations over Time, and Visions of Freedom among Enslaved Antiguan after 1800," in The C.L.R. James Journal: A Review of Caribbean Ideas, Vol. 12, no. 1

"Antigua and Barbuda," Encyclopedia of the Developing World, vol. 1, ed. Thomas Leonard. New York: Routledge, 2005, 55-57

**PERCENTAGE OF TIME** 50

**NAME/TITLE/DEPARTMENT:** Elisabeth Lindenmayer, Adjunct Professor, Acting Director of the UN Studies Program, School of International and Public Affairs  
**YR. OF APPOINTMENT:** 2007  
**EDUCATION:** Sorbonne University, the University of Geneva, New York University

**FOREIGN LANGUAGE COMPETENCE:** French- 5 Spanish-4;

**RESEARCH/TEACHING SPECIALIZATIONS:** International conflict resolution, peacekeeping

**FIELD RESEARCH EXPERIENCE** Haiti

**COURSES:**

**PERCENTAGE OF TIME** 100

**NAME/TITLE/DEPARTMENT:** Reyes Llopis-Garcia, Lecturer, Spanish, Department of Spanish and Portuguese  
**YR. OF APPOINTMENT:** 2009

**EDUCATION:** Doctor Europeus, Universidad Nebrija, Madrid

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Second Language Acquisition, Cognitive Linguistics

**FIELD RESEARCH EXPERIENCE:** N/A

**COURSES:**

**RECENT PUBLICATIONS:**

Qué gramática enseñar, qué gramática aprender (Ed. Edinumen), co-authored with colleagues from Columbia University and the Instituto Cervantes was published in 2012.

**PERCENTAGE OF TIME:** 100



**NAME/TITLE/DEPARTMENT:** Claudio Lomnitz, Campbell Family Professor of Anthropology,  
Department of Anthropology  
**YR. OF APPOINTMENT:** 1983  
**EDUCATION:** Ph.D. Stanford University, 1987  
**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 9

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5; Portuguese-4; Italian-3; French-2

**RESEARCH/TEACHING SPECIALIZATIONS:** Historical sociology of politics and culture in Mexico, Mexico

Professor Lomnitz was named the first Campbell Family Professor of Anthropology at Columbia

**FIELD RESEARCH EXPERIENCE** Mexico

**COURSES:**

**RECENT PUBLICATIONS:**

2011 (with Friedrich Katz) *El Porfiriato y la Revolución en la historia de México: Una Conversación*, Mexico City: Editorial Era. [CD version of this interview with Friedrich Katz was released by the Instituto Mexicano de la Radio and the University of Chicago, 2010 and was aired as a ten-part program produced by Mexican Public Radio].

2014 *The Return of Comrade Ricardo Flores Magón*. New York: Zone Books. [Spanish translation will be appearing with Fondo de Cultura Económica]

In preparation (working title) *Cultural Origins of the Mexican Revolution: 7 Analytical Studies of the Porfiriato*. [solicited by the University of Chicago Press]

**PERCENTAGE OF TIME** 100

**NAME/TITLE/DEPARTMENT:** Tamara Lothian, Adjunct Professor, Columbia Law School  
**EDUCATION:**  
B.A. Brown University; J.D. Harvard Law School, 1984

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5; Portuguese-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Financial Systems in Latin America, comparative law, political economy

**FIELD RESEARCH EXPERIENCE** Brazil

**COURSES:**

**RECENT PUBLICATIONS**

"*The Democratized Market Economy in Latin America: An Exercise in Institutional Thinking within Law and Political Economy*"; "*The Criticism of the Third-World Debt and the Revision of Legal Doctrine*"; and "*The Political Consequences of Labor Law Regimes: The Contractualist and Corporatist Models Compared*".

**PERCENTAGE OF TIME** 100

**NAME/TITLE/DEPARTMENT:** **María Eugenia Lozano**, Associate Lecturer, Department of Spanish and Latin American Cultures, Barnard College

**YR. OF APPOINTMENT:** 2010

**EDUCATION:** MA in Hispanic Literature/ Ed D in Language Literacy and Culture, degree in hand by Dec 2014.

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, English 5, French 3

**ACADEMIC EXPERIENCE:** K- 16 teaching English, Spanish and Education Classes and Workshops

**AREA, INTERNATIONAL STUDIES COURSES TAUGHT (COURSES THROUGH CONTENT) IN 2013-2014**  
Spanish Language Course, Hispanic Immigration to the US, Sociolinguistics Aspects of Spanish in the US.

**PEDAGOGY TRAINING FOR LANGUAGE INSTRUCTORS:** Doctoral courses and teaching experience on Teaching Spanish and English as a Second Language.

**RESEARCH/TEACHING SPECIALIZATIONS:** Second language Learning, Bilingualism, Language Policies.

**RECENT PUBLICATIONS:**  
Jimenez Caicedo, Juan P., Ricardo Gomez, Maria Eugenia Lozano. (2014). Agency and Web 2.0 in Language Learning: A Systemic Analysis of Elementary Spanish Learners' Attitudes, Beliefs, and Motivations about the Use of Blogs for the Development of L2 Literacy and Language Ability". Pettes Guikema, Janel., & Williams, Laurence (Eds). CALICO Monograph Series. Vol 12.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Yao Lu**, Assistant Professor, Department of Sociology

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** B.S. Fudan University 2003, Ph.D. UCLA, 2008

**FOREIGN LANGUAGE COMPETENCE:**

**RESEARCH/TEACHING SPECIALIZATIONS:** Causes and consequences of migration and immigration, comparative studies.

**FIELD RESEARCH EXPERIENCE** Mexico, China, Indonesia, South Africa

**COURSES:**

**RECENT PUBLICATIONS**  
Lu, Yao. In press. "Parental Migration and Education of Children Left-behind: A Comparison of Mexico and Indonesia. *Journal of Marriage and Family*.

Kaushal, Neeraj, and Yao Lu. In press. "Recent Immigration to Canada and the United States: A Mixed Tale of Relative Selection." *International Migration Review*.

Lu, Yao, Zai Liang, and Miao Chunyu. 2013. "Emigration from China in Comparative Perspective." *Social Forces* 92(2):631-658.

Lu, Yao, Danching Ruan, and Gina Lai. 2013. "Social Capital and Economic Integration of Migrants in Urban China." *Social Networks* 35(3):357-369.

**PERCENTAGE OF TIME** 25

**NAME/TITLE/DEPARTMENT:** **Alfred MacAdam**, Professor/Spanish and Latin American Cultures, Barnard College

**YR. OF APPOINTMENT:** 1983

**EDUCATION:** B.A. Rutgers College, 1963; M.A. Princeton, 1965; Ph.D. Princeton, 1969

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5; Portuguese-4; Italian-3; French-2

**RESEARCH/TEACHING SPECIALIZATIONS:** Contemporary Latin American literature, comparative literature, and Jorge Luis Borges. Based at Barnard College, he teaches in the field of contemporary fiction in Latin America.

**FIELD RESEARCH EXPERIENCE** Mexico, Argentina, Brazil

**COURSES:** Latin American Literature.

**RECENT PUBLICATIONS**  
Textual Confrontations: Essays in the Comparative Study of Latin American Literature (Univ. of Chicago Press), 1987.  
 "Borges the criollo" 1981  
Modern Latin-American Narratives: The Dreams of Reason, 1977  
El Individuo y el Otro: Crítica a los Cuentos de Julio Cortázar, 1971

**PERCENTAGE OF TIME** 100

**NAME/TITLE/DEPARTMENT:** **Krista McGuire**, Assistant Professor  
 Barnard College Dept. of Biology  
 Columbia University Dept. of Ecology, Evolution and Environmental Biology

**YR. OF APPOINTMENT:** 2009

**EDUCATION:** Columbia University College of Physicians and Surgeons  
 Internship: NewYork-Presbyterian Hospital/Columbia University Medical Center

**FOREIGN LANGUAGE COMPETENCE:** Spanish 4

**RESEARCH/TEACHING SPECIALIZATIONS:** Determining the factors that structure microbial communities, how mycorrhizal fungi influence plant community structure, the impacts of global change on microbes, and tropical ecology.

**COURSES:** Microbial ecology Mycorrhizal fungi, tropical forest ecology.

**FIELD RESEARCH EXPERIENCE:** Guyana, Panama, Nicaragua, Brazil, Malaysia, USA (Puerto Rico)

**RECENT PUBLICATIONS:**  
 McGuire, K.L., Payne, S.G., Palmer, M.I., Gillikin, C.M., Keefe, D., Kim, S.J., Gedallovich, S.M., Discenza, J., Rangamannar, R., Koshner, J.A., Massmann, A.L., Orazi, G., Essene, A., Leff, J.W., Fierer, N. 2013. Digging the New York City skyline: Soil fungal communities in green roofs and city parks. *PLoS One* 8(3):e58020.

**NUMBER OF THESES/DISSERTATIONS SUPERVISED SINCE 2010:** 2

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** Isabel Mares, Professor, Political Science  
**YR. OF APPOINTMENT:** 2006  
**EDUCATION:** Ph.D. Harvard University, 1999

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5; French- 5; German- 4

**RESEARCH/TEACHING SPECIALIZATIONS:** Comparative political economy and comparative social policy; health and pension reforms in Latin America.  
**COURSES:** Comparative political economy.

**FIELD RESEARCH EXPERIENCE** South America, Mexico

**RECENT PUBLICATIONS**

*The Great Divergence in Social Protection*, (Cambridge University Press, forthcoming 2010)

*Taxation, Wage Bargaining and Unemployment* (Cambridge University Press, 2006)

**PERCENTAGE OF TIME** 50

**NAME/TITLE/DEPARTMENT:** Paul Martin, Executive Director/ Center for the Study of Human Rights; Director/ Human Rights and Humanitarian Affairs Program; Adjunct Professor/ Teacher's College

**YR. OF APPOINTMENT:** 1978

**EDUCATION:** Ph.L., Angelicum University, 1960; S.T.L., Angelicum University, Rome, Italy 1964; M.A. Columbia University, 1968; Ph.D Columbia University, 1973

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Human Rights in the developing world. Paul Martin has helped to develop extensive educational programs at the University of São Paulo on human rights education. His organization at CU sponsors many conferences and speakers on the general topic of human rights in Latin America.

**FIELD RESEARCH EXPERIENCE:** Mexico

**COURSES:** International Law and United Nations in Practice

**RECENT PUBLICATIONS:**

"Human Rights and Corporate Social Responsibility," in Corporate Social Responsibility in China, Bernard Schnieder, ed., M.E. Sharpe, 2006.

"The Three Monotheistic Religions and International Human Rights" Journal of Social Issues, Fall 2005

"Rights-based Development and the Struggle for Constitutionalism in Sub-Saharan Africa," Kampala, Uganda, Kituo cha Katiba Press, 2005.

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** Scott Martin, Adjunct Assistant Professor/Political Science  
**YR. OF APPOINTMENT:** 1998  
**EDUCATION:** M.A. Columbia University, 1998; Ph.D. Columbia University, 2001

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Latin American politics, labor in the global economy, and the political economy of Latin America.

**COURSES:** Social Policy and Inclusive Development. Workshop in Development Practice.

**FIELD RESEARCH EXPERIENCE:** Mexico, Brazil,  
Columbia

**RECENT PUBLICATIONS:**

"Missed Opportunities and Path Dependence: Global Integration, Industrial Upgrading, and Labor Standards in the Mexican Automotive Chain," in Eric Hershberg, Orlandina de Oliveira and Juan Pablo Pérez Sainz, eds., Work and Labor in Contemporary Latin America: Impacts of Market Reform and Economic Opening (manuscript under review).

"A Global Squeeze on Garment Workers? The Phase-out of International Quotas and Its Impacts on Developing Countries," in Anya-Maria Schiffrin and Liza Featherstone, eds., *Covering Labor: A Manual for Journalists*, a publication of the Initiative for Policy Dialogue, Columbia University, 2006

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Nara Milanich, Associate Professor of History with tenure, Barnard College  
**YR. OF APPOINTMENT:** 2004  
**EDUCATION:** B.A. Brown, 1994; M.A. Yale, 1997; Ph.D. Yale 2002  
5 B.A.  
**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5 Portuguese-4

**RESEARCH/TEACHING SPECIALIZATIONS:** Modern Latin America, Chile, the history of family, gender, childhood, social inequality, state formation, and legal history.

**COURSES:** "Inequalities: Interdisciplinary Perspectives on Latin American History and Society," "Women and Gender in Latin American History," and the survey course, "Modern Latin American History."

**FIELD RESEARCH EXPERIENCE:** Chile, Brazil, Argentina

**RECENT PUBLICATIONS:**

*The Chile Reader*, co-edited with Elizabeth Quay Hutchison, Thomas Miller Klubock, and Peter Winn, Duke University Press, forthcoming, fall 2013

*Children of Fate: Childhood, Class, and the State in Chile, 1850-1930*, Duke University Press, 2009. (Winner: Grace Abbott Book Award)

"Latin American Childhoods and the Concept of Modernity," *Routledge History of Children in the Western World*, Paula Fass, ed, Routledge, 2012, 491-508.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Graciela Montaldo**, Professor, Department of Latin American and Iberian Cultures

**YR. OF APPOINTMENT:**

**EDUCATION:** B.A. University of Buenos Aires, 1983; Ph.D. University of Buenos Aires, 1990

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 12

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Cultural Studies in Latin America.

**COURSES:** Global Cities. Latin America.

**FIELD RESEARCH EXPERIENCE:** Modern Latin America, Intellectual History, Consume Culture in LA

**RECENT PUBLICATIONS:**

2013: *Rubén Darío: Viajes de un cosmopolita extremo*. Edition, and Introduction of Rubén Darío's Travel Writings. Buenos Aires, Fondo de Cultura Económica.

2010: *Zonas ciegas. Populismo y experimentos culturales en Argentina*". Buenos Aires, Fondo de Cultura Económica.

2014: "Dialogues in Theory: Emancipation and Emancipatory Acts". *Parallax*, Vol. 20, Issue 4.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Andrew E. Moran**, Herbert Irving Assistant Professor of Medicine, Department of Medicine Columbia University Medical Center

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** Columbia University College of Physicians and Surgeons  
Internship: NewYork-Presbyterian Hospital/Columbia University Medical Center

**FOREIGN LANGUAGE COMPETENCE:** Spanish 4, French 2  
Chinese 1

**RESEARCH/TEACHING SPECIALIZATIONS:** Epidemiology and prevention of cardiovascular disease and other chronic, non-communicable diseases in low and middle income nations.

**FIELD RESEARCH EXPERIENCE:** China and Mexico

**RECENT PUBLICATIONS:**

Rodriguez CJ, Diez-Roux AV, Moran A, Jin Z, Kronmal RA, Lima J, Homma S, Bluemke DA, Barr RG. Left ventricular mass and ventricular remodeling among Hispanic subgroups compared with non-Hispanic Blacks and whites: the Multi-Ethnic Study of Atherosclerosis (MESA). *J Am Coll Cardiol* 2010 Jan 19; 55(3):234-42

Bibbins-Domingo K, Chertow GM, Coxson PG, Moran A, Pletcher MJ, Goldman L. Population reductions in coronary heart disease and stroke associated with modest reductions in salt intake. *N Engl J Med* 2010 Feb 18;362(7):590-9

**NUMBER OF THESES/DISSERTATIONS SUPERVISED SINCE 2010:** Not applicable

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** **José Moya**, Professor of History-Barnard College, Director, Institute of Latin American Studies

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** B.A Kean University, 1982; M.A Rutgers University, 1985; Ph.D. Rutgers University, 1988

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Italian

**RESEARCH/TEACHING SPECIALIZATIONS:** Migration, global and to and from Latin America. Iberian Atlantic. Anarchist movement. Latin American race and ethnicity

**COURSES:** World Migration; Migration, Latin America: Migration, Race and Ethnicity.

**FIELD RESEARCH EXPERIENCE:** Argentina, Cuba

**RECENT PUBLICATIONS:**

*Handbook of Latin American History*, editor (New York: Oxford University Press, 2011)

*World Migration in the Long Twentieth Century* (co-authored with Adam McKeown), Washington DC: American Historical Association, 2011.

"Latin America: The Limitations and Meaning of a Historical Category" in José C. Moya ed., *The Oxford Handbook of Latin American History* (New York: Oxford University Press, 2011).

Number of theses/dissertations supervised since 2010: Two Ph.D. dissertations; six MA thesis

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Maria Victoria Murillo**, Professor of Political Science and Public Affairs

**YR. OF APPOINTMENT:** 2002

**EDUCATION:** Ph.D. Harvard, 1997

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 9 Ph.D. 2 B.A.

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** The politics of policymaking in Latin America with a particular focus on the privatization and regulation of public utilities, labor regulations, and education policies.

**COURSES:** Latin American Political Economy; Democratic Responsiveness.

**FIELD RESEARCH EXPERIENCE:** Argentina, Chile, Mexico, Venezuela.

**RECENT PUBLICATIONS:**

Political Competition, Partisanship, and Policymaking in Latin America (Cambridge University Press, 2009). Labor Unions, Partisan Coalitions, and Market Reforms in Latin America (Cambridge University Press, Comparative Politics Series, 2001). *Selected for Choice's Outstanding Academic Titles 2003 in the Social and Behavioral Sciences*.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Frances Negrón-Muntaner**, Associate Professor/English and Comparative Literature

**YR. OF APPOINTMENT:** 2001

**EDUCATION:** M.A. Temple 1989, 1994 ; Ph.D. Rutgers, 1997

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 1 BA, 3 MA, 1 PhD

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, English 5

**RESEARCH/TEACHING SPECIALIZATIONS:** 19th- and 20th-century Caribbean and U.S Latino literatures and cultures, film studies, and popular culture. She is teaching on Caribbean Diaspora literature, one of her principle areas of specialization.

**COURSES:** Introduction to Latino Studies; Video Inquiry.

Professor Muntaner is a Global Expert for the UN Rapid Response Media Mechanism, was named one of *Hispanic Business* Magazine's "100 Most Influential Hispanics", and selected for Who's Who in Humanities Higher Education

**FIELD RESEARCH EXPERIENCE:** Caribbean, Puerto Rico

**RECENT PUBLICATIONS:**

"Gang's Not All Here: Highlight from the 'State of Latinos in Media,'" Latinos in Media, Arlene Dávila and Yeidy Rivero, eds. (New York University Press, 2014).

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Anne Nelson**, Adjunct Associate Professor/SIPA

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** B.A Yale, 1976;

**FOREIGN LANGUAGE COMPETENCE:** Spanish – 4, French – 2, German – 1

**RESEARCH/TEACHING SPECIALIZATIONS:** Journalism and human rights and economic development; and international press freedom. Anne Nelson formerly coordinated the Maria Cabot Lodge prizes awarded annually to Latin American journalists.

**FIELD RESEARCH EXPERIENCE:** El Salvador, Guatemala, Nicaragua, Honduras, Costa Rica, México, Puerto Rico, Dominican Republic, Chile, Argentina

**COURSES:** Sustainable Development; New Media in Development Communication

**RECENT PUBLICATIONS:**

"The Media as a Non-State Actor in the Arena of Human Rights" (Columbia University Seminars/Columbia University Press)

"The Demise of the War Correspondent?" (Columbia Journal of International Affairs)

Murder Under Two Flags: the US, Puerto Rico, and the Cerro Maravilla Cover-Up (Houghton Mifflin)

*Center Stage: Non-State Actors in the Human Rights Universe* Columbia University Press, 2005

**PERCENTAGE OF TIME:** 25



**NAME/TITLE/DEPARTMENT:**  
**YR. OF APPOINTMENT:** 2011

**João Nemi Neto**, Lecturer in language, LAIC

**EDUCATION:**

MA in Education at USP - Universidade de São Paulo  
M.Phil in Hispanic and Luso-Brazilian Literatures and Languages -  
Graduate Center/ CUNY

**FOREIGN LANGUAGE COMPETENCE:**

Portuguese -5, English -5,  
Spanish -5, Galician-3, French -3

**PEDAGOGY TRAINING FOR LANGUAGE INSTRUCTORS:** Language Coordinator at the American School of São

**RESEARCH/TEACHING SPECIALIZATIONS:** Multidisciplinary Diploma in Lesbian, Gay, Bisexual,  
Transgender and Queer Studies at GC/ CUNY

**AREA, INTERNATIONAL STUDIES COURSES TAUGHT (COURSES THROUGH CONTENT) IN 2012-2013**

PORT 3300 - Language through Content: Queer Sexualities in Brazil

PORT 3350 - Africa and Afro-Brazilian Cultures

PORT 3301 - Conversations about the Lusophone World

**RECENT PUBLICATIONS:**

Nemi Neto J. Pedagogia Queer: Uma proposta de leitura do possível diálogo entre a teoria queer e as práticas de ensino. Accepted for publication in September 2013.

Nemi Neto J. Questões de Identidade(s) de Gênero(s) e orientação sexual: Uma abordagem através da Pedagogia Queer. Accepted for publication in June 2014

**PERCENTAGE OF TIME:**

100

**NAME/TITLE/DEPARTMENT:**

**Mirta Ojto**, Assistant Professor , School of Journalism

**YR. OF APPOINTMENT:**

2006

**EDUCATION:**

Ph.D. Yale, 1976

**FOREIGN LANGUAGE COMPETENCE:**

Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Global Migration, Cuba, U.S. Latin American Relations

**FIELD RESEARCH EXPERIENCE:**

Cuba

**COURSES:** Immigration

**RECENT PUBLICATIONS:**

Hunting Season: Immigration and Murder in an All-American Town (Beacon Press, Oct. 15, 2013). The book is under contract with Vintage en Español to be published in 2014.

Finding Mañana: A Memoir of a Cuban Exodus (The Penguin Press, 2005). Paperback edition (The Penguin Press, 2006)

El Mañana: Memorias de un Éxodo Cubano (Vintage en Español, 2006)

**PERCENTAGE OF TIME:**

100

**NAME/TITLE/DEPARTMENT:** **Jose Antonio Ocampo**, Professor of Professional Practice, School of International and Public Affairs

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** Ph.D. Yale, 1976

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Macroeconomic policy in Latin America, Economic History, Trade, Development Economics

**FIELD RESEARCH EXPERIENCE:** Colombia

**COURSES:** Economic Development in Latin America

**RECENT PUBLICATIONS:**

International Finance and Development, Orient Longman: United Nations, 2006. Ocampo, JA, Kregel, J, and Griffith-Jones, S.

Stability with Growth, Joseph Stiglitz, Jose Antonio Ocampo, Shari Spiegel, Ricardo French-Davis, and Deepak Nayyar, Oxford University Press, August, 200

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Ana Maria Ochoa**, Associate Professor of Music, Director of the Center for Ethnomusicology

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** B.M. University of BC; MA University of Indiana, 1992; Ph D University of Indiana, 1996

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 4

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese-4

**RESEARCH/TEACHING SPECIALIZATIONS:** Traditional Latin American music and transculturation, literature and cultural policy, and the construction of the popular in Latin America.

**COURSES:** Topics in Music and Society

**FIELD RESEARCH EXPERIENCE:** Brazil, Colombia

**RECENT PUBLICATIONS:**

Entre los Deseos y los Derechos, Un Ensayo Crítico sobre Políticas Culturales (Bogotá: Instituto Colombiano de Antropología, 2003)

Músicas Locales en Tiempos de Globalización (Buenos Aires: Editorial Norma, 2003)

Ana María Ochoa and Alejandra Cragnolini, eds. Músicas en Transición (Bogotá; Ministerio de Cultura, 2001).

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Cheryl Palm, Senior Research Scientist, Associate Director for Research, Tropical Agriculture Program, Earth Institute

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** B. S. University of California, 1976; M. A. University of California, 1980; Ph.D. North Carolina State University, 1988

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese- 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Productivity, sustainability, and the environmental impact of land-use in the tropics. Much of her recent research work deals with problems of sustainable development in Latin America, especially the Brazilian Amazon.

**COURSES:**

**FIELD RESEARCH EXPERIENCE:** Peru and Brazil

**RECENT PUBLICATIONS:**  
Slash-and-Burn Agriculture: the Search for Alter5s, New York : Columbia University Press, 2005  
 "Potential of agroforestry for carbon sequestration and mitigation of greenhouse gas emissions from soils in the tropics. Nutrient Cycling in Agroecosystems" (with Mutuo, P.K., G. Cadisch, A. Albrecht, and L. Verchot, 2004.  
 "Mitigating GHG emissions in the humid tropics: Case studies from the Alter5s to Slash and Burn Program (ASB)," (with T.Tomich, M. van Noordwijk, S. Vosti, J. Gockowski, J. Alegre, L. Verchot.) *Environment, Development and Sustainability* 6: 145-162, 2004

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** Jorge Otero Pailos, Assistant Professor, Graduate School of Architecture, Planning, and Preservation

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** B.A. Cornell, 1994; Ph.D. MIT, 2002

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Modern architectural trends in Latin America

**FIELD RESEARCH EXPERIENCE:** Brazil, Colombia

**RECENT PUBLICATIONS:**  
 "Young Spanish Architects" in *Future Anterior*, 2008.  
 "Preservation's Anonymous Lament" in *Future Anterior*, 2007.  
 "Conservation Cleaning/ Cleaning Conservation" in *Future Anterior*, 2007.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Richard Parker**, Professor and Chair/Socio-Medical Sciences and Member of the Board/Center for Brazilian Studies

YR. OF 1998

APPOINTMENT:

EDUCATION: Ph.D. Berkeley, 1992

NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS 10

FOREIGN LANGUAGE COMPETENCE: Portuguese- 5

RESEARCH/TEACHING SPECIALIZATIONS: The social and cultural construction of gender and sexuality, the social aspects of HIV/AIDS, and the relationship between social inequality, health, and disease.

FIELD RESEARCH EXPERIENCE Brazil, Asia, Africa, and other parts of Latin America and the Caribbean

COURSES: Global Aids Policy

#### RECENT PUBLICATIONS

Berkman, A., Garcia, J., Muñoz-Laboy, M., Paiva, V., and Parker, R.: A critical analysis of the Brazilian response to HIV/AIDS: Lessons learned for controlling and mitigating the epidemic in developing countries. *American Journal of Public Health*. 95(7):1162-1172, 2005.

Parker, R., DiMauro, D., Filiano, B., Garcia, J., Munoz-Laboy, M. and Sember, R.: Global transformations and intimate relations in the 21st century: Social science research on sexuality and the emergence of sexual health and sexual rights frameworks. *Annual Review of Sex Research*. 15:362-399, 2004

PERCENTAGE OF TIME 50

**NAME/TITLE/DEPARTMENT:** **Ester Pasztory**, Lisa and Bernard Selz Professor of Pre-Colombian Art History and Archaeology/ Art History and Archeology

YR. OF 1971

APPOINTMENT:

EDUCATION: Ph.D. Columbia University, 1971

NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS: 10

FOREIGN LANGUAGE COMPETENCE: Spanish-5

RESEARCH/TEACHING SPECIALIZATIONS: The art of Mesoamerica, the ancient Andes, and art theory. Her courses include Andean Art and Architecture.

FIELD RESEARCH EXPERIENCE: Mexico, Andean Region

COURSES: Andean art and architecture

#### RECENT PUBLICATIONS:

Remove Trouble from Your Heart: A Memoir. East European Monographs, Columbia University Press, 2008.

"Rare Ancient Featherwork." Review of the exhibition *Radiance from the Rain Forest: Featherwork in Ancient Peru*, the Metropolitan Museum of Art. In press for January 2009 issue of the *American Journal of Archaeology*.

PERCENTAGE OF TIME: 100

**NAME/TITLE/DEPARTMENT:** Richard Peña, Professor of Professional Practice/ Arts  
**YR. OF APPOINTMENT:** 1996  
**EDUCATION:** AB Harvard College, 1975; M.S. MIT, 1978

**FOREIGN LANGUAGE COMPETENCE:** Spanish – 5, Portuguese – 5, French – 5,

† **RESEARCH/TEACHING SPECIALIZATIONS:** Film theory and Latin American cinema.

**COURSES:** International Cinema,  
International Film History.

**FIELD RESEARCH EXPERIENCE:** Argentina, Spain, Portugal

**RECENT PUBLICATIONS:**  
"The Origins of Globalization in the Cinema," Correspondence, Fall 2001  
After the War, Before the Wall: German Cinema 1945-1960 (ed.), 2001

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** Gustavo Perez-Firmat, David Feinson Professor of Humanities/  
Spanish and Portuguese  
**YR. OF APPOINTMENT:** 1999  
**EDUCATION:** B.A. University of Miami, 1972; M.A. University of Miami, 1973; Ph.D.  
University of Michigan, 1979

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Modern Spanish American literature; Latino literature; and comparative literature.

**FIELD RESEARCH EXPERIENCE:** Mexico, Puerto Rico, Cuba

**COURSES:** Short Fiction in Latin  
America; Hispanic Cultures

**RECENT PUBLICATIONS:**  
*The Norton Anthology of Latino Literature*, Co-editor (with Ilan Stavans, Edna Acosta Belén, Harold Augenbraum, María Herrera Sobek, Rolando Hinojosa), forthcoming in 2009.

*Cuba in the American Imagination*, in progress, under contract to Yale University Press.

"Latunes: An Introduction," *Latin American Research Review*, forthcoming.

"Ese idioma: Alejo Carpentier's Tongue Ties," *Symposium* 61.3 (2007): 183-197.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Javier Pérez-Zapatero**  
Senior Associate in Spanish and Latin American Cultures

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** Master of arts degree is in Linguistics and Teaching Methodology.

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, English 4, French 3  
Italian 3, German 2

**FIELD RESEARCH EXPERIENCE (COUNTRIES)** Spain, United Kingdom, United States

**COURSES:** Translating Cultures  
Gay Culture in Contemporary Spain

**PEDAGOGY TRAINING FOR LANGUAGE INSTRUCTORS:** None

**RESEARCH/TEACHING SPECIALIZATIONS:** Translation, Cinema

**RECENT PUBLICATIONS:**  
Gente. Custom Edition for Columbia University/Barnard College 2014 Fourth edition. Boston: Pearson. In print.  
Gente. Student Activities Manual. Custom Edition for Columbia University/Barnard College. 2014 Revised edition. Boston. Online edition only.

**DISTINCTIONS:** Pragda Award to organize a Spanish Film Club Festival on the Barnard campus. In the Festival five movies in Spanish from three continents will be screened. (November 13-16 2014).

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Pablo Piccato**, Professor of History

**YR. OF APPOINTMENT:** 1997

**EDUCATION:** B.A. Universidad Nacional Autónoma de México, 1990; Ph.D. University of Texas, 1997

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS** PhD: 17  
MA: 7

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese- 1;  
French- 2

**RESEARCH/TEACHING SPECIALIZATIONS:** Mexican history, Latin American history, and the history of crime. He is a particular expert on the Mexican Revolution.

**FIELD RESEARCH EXPERIENCE:** Mexico, Argentina

**COURSES:** Historiography Latin America; Mexico from Revolution to Democracy.

**RECENT PUBLICATIONS:**  
Ciudad de Sospechosos: Crimen en la Ciudad de México, 1900-1931. Translation of City of Suspects by Lucía Rayas. Mexico City: CIESAS, 2011.  
The Tyranny of Opinion: Honor in the Construction of the Mexican Public Sphere. Durham: Duke University Press, 2010, 400 p. Honorable Mention, Mexican History Book Prize by the Conference on Latin American History.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Miguel Pinedo Vasquez**, Associate Research Scientist/Anthropology,  
Department of Ecology, Evolution, and Environmental Biology

YR. OF APPOINTMENT: 2000

EDUCATION: Ph.D. Yale, 1995

NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS: 3 M.A. 3 Ph.D.  
FOREIGN LANGUAGE COMPETENCE: Spanish- 5; Portuguese- 5

RESEARCH/TEACHING SPECIALIZATIONS: Development and conservation projects in Amazonia, patterns of smallholder management of tropical ecosystems and landscapes. Professor Pinedo Vasquez teaches each summer in Brazil and/or Peru

FIELD RESEARCH EXPERIENCE: Brazil, Peru

**RECENT PUBLICATIONS:**

R. Sears, C. Padoch, and M. Pinedo-Vasquez. 2007. Amazon forestry transformed: Integrating knowledge for smallholder forestry in eastern Brazil. *Human Ecology* 35:697-707.

Rerkasem K. and M. Pinedo-Vasquez. 2007. Diversity and Innovation in Smallholder Systems in Response to Environmental and Economic Changes. In: Jarvis D; Padoch C. and H.D. Cooper (eds.) *Managing Biodiversity in Agricultural Ecosystems*. Columbia University Press.

PERCENTAGE OF TIME: 75

**NAME/TITLE/DEPARTMENT:** **Pablo Pinto**, Associate Professor/Political Science

YR. OF APPOINTMENT: 2004

EDUCATION: M.A. Aoyama Gakuin University; J.D. National University of La Plata;  
Ph.D., UC San Diego, 2004

NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS 11 Ph.D.; 3 BA  
FOREIGN LANGUAGE COMPETENCE: Spanish- 5 Japanese- 4

RESEARCH/TEACHING SPECIALIZATIONS: International political economy, international relations, comparative political economy, and East Asia and Latin America. His courses on the political economy of trade draws upon his survey research in Latin America.

COURSES: International Political Economy;  
Political Economy of Trade and Investment.

FIELD RESEARCH EXPERIENCE: Argentina

**RECENT PUBLICATIONS:**

The Politics of Investment. Partisanship and the Sectoral Allocation of Foreign Direct Investment, (with Santiago M. Pinto). *Economics & Politics*, Vol. 20, No. 2 (June 2008), 216-254.

The Politics of Chinese Investment in the US, (with Tim Frye). In Karl Sauvant, editor, "Investing in the United States: Is the US Ready for FDI from China," Edward Elgar, forthcoming.

PERCENTAGE OF TIME: 75

**NAME/TITLE/DEPARTMENT:** Rogerio Pinto, Associate Professor of Social Work  
**YR. OF APPOINTMENT:** 2006  
**EDUCATION:** BS Universidade Federal de Minas Gerais, 1986; Ph.D. Columbia University, 2003

**FOREIGN LANGUAGE COMPETENCE:** Portuguese- 5 Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Clinical practice with immigrants and racial and ethnic minorities, HIV prevention, health-related social interventions, Brazil, Latinos in the U.S.

**FIELD RESEARCH EXPERIENCE:** Brazil

**RECENT PUBLICATIONS:**

Pinto, R. M. Community perspectives on factors that influence collaboration in public health research. *Health Behavior and Education*, 2008.

Pinto, R. M., McKay, M. M. & Escobar, C. "You've gotta know the community": Minority women make recommendations about community-focused health research.' *Women and Health*, 47, 83-104.

Pinto, R. M., Melendez, R., Spector, A. "Male-to-female transgender individuals building social support and capital from within a gender-focused network." *Journal of Gay and Lesbian Social Services*, 20, 203-220.

**NUMBER OF THESIS/DISSERTATIONS SUPERVISED SINCE 2010:** 3

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** Katherina Pistor, Adjunct Professor, Columbia Law School

**YR. OF APPOINTMENT:** 2001

**EDUCATION:** J.D. University of Munich, 1998 , MPA Kennedy School of Government, 1994

**FOREIGN LANGUAGE COMPETENCE:** German-5 Spanish-4  
French- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Lawyering Across Multiple Legal Orders, Globalization in Comparative Perspective, Global Governance

**FIELD RESEARCH EXPERIENCE:** Brazil

**RECENT PUBLICATIONS:**

"Trade, Law and Product Complexity", (2006) Review of Economics and Statistics, 2006 (March).

"Who Tolls the Bells for Firms? Tales from Transition Economies" (Columbia Journal for Transnational Law, 2008)

**PERCENTAGE OF TIME:** 25



**NAME/TITLE/DEPARTMENT:** Caterina Pizzigoni, Associate Professor of History, with tenure,  
History Department  
**YR. OF APPOINTMENT:** 2006

**EDUCATION:** Ph.D. King's College London, 2002; M.A. ILAS, University of London, 1998; B.A. Università degli Studi di Milano, 1996

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, French 3, Italian - 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Colonial Latin America; Indigenous History; Nahuatl History & Language; Social History; Material Culture; Religion; Gender

**FIELD RESEARCH EXPERIENCE:** Mexico

**COURSES:** Latin American Civilization, Historiography of Latin America, Primary Texts of Latin America

**RECENT PUBLICATIONS:**

The Life Within: Local Indigenous Society in Mexico's Toluca Valley, 1650–1800. Stanford, Calif.: Stanford University Press, 2012

"A Language Across Space, Time, and Ethnicity." Commentary to the special issue of Ethnohistory, A Language of Empire, A Quotidian Tongue: The Uses of Nahuatl in New Spain 59, 4 (2012): 785–790

"Where Did All the Angels Go? An Interpretation of the Nahua Supernatural World." In Angels, Demons and the New World, edited by Fernando Cervantes and Andrew Redden. Cambridge: Cambridge University Press, 2013, 126–145

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT** Jenik Radon, Adjunct Assistant Professor, School of International and Public Affairs

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** B.A. Columbia University; M.C.P. University of California, Berkeley; J.D. Stanford Law School

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Human rights, privatization, international investment, peace processes, refugees, Mexico

**COURSES:** Oil, rights and development.

**FIELD RESEARCH EXPERIENCE:** Mexico

**RECENT PUBLICATIONS:**

*How To Negotiate Your Oil Agreement*, in Escaping the Resource Curse, ed. Macartan Humphreys, Jeffrey Sachs and Joseph Stiglitz (Columbia University Press, June 2007)

*Ethics in Business (MBA) Education - A New Must*, International Management Development Research Yearbook, *Technology, Structure, Environment, And Strategy Interfaces In A Changing Global Business Arena* (June 2006)

*Sleepless, Clueless, Dangerous*, in Ergo-Med (Haefer Verlag, Germany, March 2006)

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** **Wadda Rios-Font**, Professor and Chair, Spanish and Latin American Cultures,  
Barnard College

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** B.A., Johns Hopkins, 1985; Ph.D., Harvard, 1991

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 3

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5, Portuguese- 5

**COURSES:** International Study of Hispanic Cultures, Spanish Nationalism.

**RESEARCH/TEACHING SPECIALIZATIONS:** Latin America, Spain, Puerto Rico, relationship between different cultural fields in 19th century Spain

**FIELD RESEARCH EXPERIENCE:** Latin America, Spain

**RECENT PUBLICATIONS:**

*The Canon and the Archive: Configuring Literature in Modern Spain* (Bucknell University Press, 2004)

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** **Francisco Rivera-Batiz**, Professor of Economics and Education/  
Affiliate Professor of International and Public Affairs

**YR. OF APPOINTMENT:** 2002

**EDUCATION:** B.A. Cornell University, 1975; Ph.D. Massachusetts Institute of  
Technology, 1979

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 8

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Labor economics, economic status of immigrant groups and gender and the labor market. His research interests include migration issues. He is particularly an expert on the Caribbean.

**FIELD RESEARCH EXPERIENCE:** Dominican Republic, Mexico, El Salvador, Chile,  
Paraguay and Argentina

**COURSES:** International Economic  
Policy, Development Economics.

**RECENT PUBLICATIONS:**

Helen F. Ladd and Francisco L. Rivera-Batiz, "*Education and Economic Development in Puerto Rico*." This paper was published in Susan M. Collins, Barry Bosworth and Miguel Soto-Class, editors, *The Puerto Rican Economy: Restoring Growth*, Brookings Institution Press, Washington, D.C., 2006, 189-238.

"Education and Economic Development in Puerto Rico," Brookings Institution, Washington, D.C., 2005.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Diana Romero**, Lecturer and Co-Director of the Language Program,  
Department of Latin American and Iberian Cultures

**YR. OF APPOINTMENT:** 2004

**EDUCATION:** University of Maryland, College Park, M.A. on Latin American Literature  
and Ph.D. on Colombian literature, 2009. B.A. in Modern Languages,  
Universidad de Los Andes in Bogotá, Colombia.

**FOREIGN LANGUAGE COMPETENCE:**

**RESEARCH/TEACHING SPECIALIZATIONS:** Teaching and learning techniques of Spanish

**COURSES:** Spanish for Spanish Speaking Students.

**FIELD RESEARCH EXPERIENCE:** Colombia

**RECENT PUBLICATIONS:** NA

**PROJECTS AND RESEARCH CONDUCTED IN CONJUNCTION WITH A PROFESSIONAL SCHOOL AT COLUMBIA (INCLUDE RESEARCH, TRAVEL, STUDY ABROAD, CONFERENCES/LECTURES)**  
 Harnessing Motivation in a Spanish for 5 Speakers Class: An Experience with a Community-Based Curriculum.  
 Queens College. May 4th, 2012.  
 Hispanidades: Interactivity and Community-Based Learning at Columbia University. Panel at  
 Language Contact, Conflict, and Confluence at the Edge of the Nation. 19th Conference of Spanish in the United  
 States and 24th Conference on Spanish in Contact With Other Languages. March 8th, 2013.

**NUMBER OF THESES/DISSERTATIONS SUPERVISED SINCE 2010:** Not applicable for lecturers.

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** **Francisco Rosales-Varo**, Lecturer, Department of Latin American and Iberian  
Cultures

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** BA Universidad de Granada; Ph.D. Universidad de Granada

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**FIELD RESEARCH EXPERIENCE:** Granada

**TEACHING EXPERIENCE:** Lecturer in Spanish as a second language in numerous institutions since 1990:  
 University of Granada, Universidad Internacional Menéndez Pelayo in Santander, Päivölään Kansanopisto (Finland)  
 and Instituto Cervantes in New York.

**RECENT PUBLICATIONS:**  
*Ventilador(2006)- textbook*

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Perla Rozencvaig**, Lecturer, Department of Latin American and Iberian Cultures  
**YR. OF APPOINTMENT:** 1994  
**EDUCATION:** B.A. Columbia, 1972; M.A. Columbia 1974; M. Phil Columbia 1977; Ph.D. Columbia 1983.

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5 French-

**RESEARCH/TEACHING SPECIALIZATIONS:** Latin American literature and culture, Caribbean literature, and literature and society. She has designed and taught a series of courses at the CU Medical Campus on Spanish for the Medical profession.

**COURSES:** Comprehensive International Spanish, Elementary Spanish.

**FIELD RESEARCH EXPERIENCE:** Caribbean, Cuba, Argentina

**RECENT PUBLICATIONS:**  
"Mon ami Reinaldo", in Liliane Hason's *Un Cubain libre* (2007)

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Jose Placido Ruiz-Campillo**, Lecturer, Department of Latin American and Iberian Cultures

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** MA & Ph.D. University of Granada

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** updating the methods of Spanish grammar teaching to a cognitive-operational focus.

**FIELD RESEARCH EXPERIENCE:** Granada

**RECENT PUBLICATIONS:**  
He is the author of numerous articles and essays about the teaching of grammar and cognitive linguistics, and coauthor of the Spanish textbooks *Abanico* (Difusión, 1995) and *Ventilador* (Difusión, 2006), as well as *Gramática Básica del Estudiante de Español* (Difusión, 2005) and the teaching manual *Pronombres personales en la Gramática básica del estudiante de español* (Difusión, 2008)

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Guadalupe Ruiz Fajardo**, Senior Lecturer, Department of Latin American and Iberian Cultures

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** B.A. University of Granada, 1984; Ph.D. University of Granada, 1992

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**COURSES:** Mass media in language pedagogy; Spanish as a second language for immigrant communities; Interaction.

**FIELD RESEARCH EXPERIENCE:**

1. *From 2012, I am a member of the research project **Pedagogy of Social Imagination Language Learning and Teaching**, whose principal researcher is Prof. María Torres Guzmán and include members such as Patricia Martínez Álvarez and Carmen Martínez Roldán from the Bilingual Bicultural Program (Teachers College) and Hansun Waring from the Applied Linguistics Department (Teaches College).*
2. ***Corpus de conversaciones en español** (Corpus of conversation in Spanish) is a new project I just started to work in. The objective is to video record natural conversations among 5 speakers in Spanish in order to build a corpus and make it available to language instructor to use in their class and to researchers of Conversation Analysis. Spanish does not count with a corpus of these characteristics.*

**RECENT PUBLICATIONS:**

(ed.) 2012 *Methodological developments of Teaching of Spanish as a Second and Foreign Language*, Cambridge Scholars Publishing.

"Tasks for Interaction", in Guadalupe Ruiz Fajardo (ed.) 2012 *Methodological developments of Teaching of Spanish as a Second and Foreign Language*, Cambridge Scholars Publishing. Pags. 73-118

Guadalupe Ruiz Fajardo and Aurelio Ríos Rojas (eds.) 2009 *Didáctica del español como segunda lengua para inmigrantes* Sevilla: UNIA

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Alejandra Russo**, Associate Professor, Latin American and Iberian Cultures

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** B.A. Università degli Studi di Bologna, 1996; Ph.D. Ecole des Hautes Etudes en Sciences Sociales, Paris, 2006

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 5

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; French- 5; Portuguese- 4; Italian- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Mass media in language pedagogy, Spanish as a second language for immigrant communities

**FIELD RESEARCH EXPERIENCE:**

**RECENT PUBLICATIONS:**

*El realismo circular. Tierras, espacios y paisajes de la cartografía novohispana. Siglos XVI-XVII*, Mexico, IIE-UNAM, 2005. (250 pp., 351 ils. (60 col., 291 b/n)) ISBN 970- 32-0983-1.

*"Everywhere in this New Spain. Extension and articulation of an artistic world"*, Source, New York, 2008.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Jeffrey Sachs, Director, Earth Institute  
**YR. OF APPOINTMENT:** 2002  
**EDUCATION:** B.A. Harvard College, 1976; M.A. Harvard College, 1978; Ph.D. Harvard, 1980

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Links of health and development, economic geography, globalization, transition to market economies in Eastern Europe and the former Soviet Union, international financial markets, international macroeconomic policy coordination, emerging markets, economic development and growth, global competitiveness, and macroeconomic policies in developing and developed countries. While focused mainly on Africa, Jeffrey Sachs is a Latin Americanist also and maintains strong research and policy links throughout the region.

**FIELD RESEARCH EXPERIENCE:** Bolivia, Peru, Brazil, others

**RECENT PUBLICATIONS:**  
Common Wealth: Economics for a Crowded Planet, Penguin Press 2008.

Escaping the Resource Curse, with Macartan Humphreys, Joseph E. Stiglitz, Columbia University Press, June 2007.

Poverty, AIDS and Hunger: Breaking the Poverty Trap in Malawi, with Anne C. Conroy, Malcolm J. Blackie, Alan Whiteside, Justin C. Malawezi, Palgrave Macmillan, 2006.

The End of Poverty: Economic Possibilities for Our Time, The Penguin Press: New York, 2005.

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** Pedro A. Sanchez, Senior Research Scholar/ Director, Agriculture and Food security Center, the Earth Institute at Columbia University  
**YR. OF APPOINTMENT** 2003  
**EDUCATION** B.S. Cornell University, 1962; M.S. Cornell University 1964; Ph.D. Cornell University 1968  
World Food Prize laureate 2002  
MacArthur Fellow 2004  
Elected to the US National Academy of Sciences, 2013

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5, Portuguese-4

**RESEARCH/TEACHING SPECIALIZATIONS**  
management of tropical soils and integrated natural resource management approaches to achieve food security

**FIELD RESEARCH EXPERIENCE** Colombia. Peru, Brazil. Africa and Southeast Asia

**RECENT PUBLICATIONS**  
"Cutting world hunger in half," *Science*, Vol 307, Issue 5708, 357-359 , 2005  
Hunger in Africa: the Link Between Unhealthy People and Unhealthy Soils, *The Lancet* 2005  
Halving Hunger: it Can be Done, UN Millennium Project 2005  
Digital Soil Map of the *World Science* 2009

**PERCENTAGE OF TIME** 50

**NAME/TITLE/DEPARTMENT:** **Karl Sauvant**, Director, Columbia Program on International Investment, Adjunct Professor, Columbia Law School

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** Ph.D. University of Pennsylvania

**FOREIGN LANGUAGE COMPETENCE:** French- 4 Portuguese- 3  
German- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** International investment policies, Brazil

**FIELD RESEARCH EXPERIENCE:** Brazil

**RECENT PUBLICATIONS:**

Karl P. Sauvant, ed., *Yearbook on International Investment Law and Policy* (New York: Oxford University Press, forthcoming).

Karl P. Sauvant and Lisa Sachs, eds., *Bilateral Investment and Double Taxation Treaties and Foreign Direct Investment*, 2008.

Karl P. Sauvant with Michael Chiswick-Patterson, eds., *Appeals Mechanism in International Investment Disputes* (New York: Oxford University Press, 2008).

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Galia Solomonoff**, Adjunct Assistant Professor of Architecture, Graduate School of Architecture, Planning and Preservation

**EDUCATION:** B.S., City College; M.A. Columbia University, 1994

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Architecture, urban planning

**FIELD RESEARCH EXPERIENCE:** Argentina

Layered Urbanisms. Gregg Pasquarelli, Galia Solomonoff, Mario Gooden, editors. W.W. Norton, 2008.

Latin American Architecture: Six Voices (Studies in Architecture and Culture, No 5)  
K. Frampton, M. Quantrill, M. Waisman, D. Barco, G. Solomonoff, M. L. Tribe, P. J. Rodriguez  
Texas A&M University Press; 2000

**Service Activities:**

2007 to Present, Lower East Side Tenement Museum, advisor and board member

Bronx Museum Grand Concourse 100 Competition, jury member, 2009

Public Housing Charrette, sponsored by the Buell Center for American Architecture, to advocate for Public Housing in the United States and aid the Obama Administration, 2009

**PERCENTAGE OF TIME:** 25%

**NAME/TITLE/DEPARTMENT:** **Fernando Sotelino**, Adjunct Professor/ International Affairs  
**YR. OF APPOINTMENT:** 2004  
**EDUCATION:** B.Sc.; M.Sc. Federal University of Rio de Janeiro; MBA; M.A. Stanford University

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS** N/A  
**FOREIGN LANGUAGE COMPETENCE:** Portuguese- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** The process of development of long term financing in emerging economies. Professor Sotelino is an adjunct professor at SIPA. He has had a lengthy career in banking in Brazil. He teaches a course in the Spring semesters on financial markets in Brazil as part of the Center for Brazilian Studies.

**FIELD RESEARCH EXPERIENCE:** Brazil

**RECENT PUBLICATIONS:**  
 Caindo na Real, Valor Economico, April 28, 2009.

Brazil, failing to turn the corner..., ILAS/SIPA Working Papers, October 2008.

The Role of The Financial Sector, Global Insertion Conference, USP, Aug 2005.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Maríana V. Souto Manning**, Assistant Professor of Education, Curriculum and Teaching, at Teachers College  
**YR. OF APPOINTMENT:** 2006  
**EDUCATION:** Ph.D., Language Education, University of Georgia

**AREA, INTERNATIONAL STUDIES COURSES TAUGHT (COURSES THROUGH CONTENT) IN 2013-2014**

C&T 4114: Multicultural approaches to teaching young children  
 C&T 4131: Language and Literacy in the Early Childhood Curriculum  
 C&T 4132: Learning and teaching in the primary reading/writing classroom  
 C&T 5308: Advanced practicum-infancy and early childhood  
 C&T 5514: Seminar in early childhood education

**RESEARCH/TEACHING SPECIALIZATIONS:** From a critical perspective, I examine the sociocultural and historical foundations of schooling and language development in the early years. My research reflects the following interests:

- Cultural and linguistic diversity in the early years
- Critical multicultural education
- Early language and literacy education

**RECENT PUBLICATIONS:**  
 Souto-Manning, M. (2013). Multicultural teaching in the early childhood classroom: Strategies, tools, and approaches, PreK-2nd grade. New York: Teachers College Press.  
 Souto-Manning, M. (2010). Freire, teaching, and learning: Culture circles across contexts. New York: Peter Lang.  
 Cahnmann-Taylor, M., & Souto-Manning, M. (2010). Teachers act up! Creating multicultural learning communities through theatre. New York: Teachers College Press.

**PERCENTAGE OF TIME:** 100



**NAME/TITLE/DEPARTMENT:** **Alfred Stepan**, Wallace Sayre Professor of Government, School of International & Public Affairs

YR. OF APPOINTMENT: 1980

EDUCATION:

Ph.D., Columbia University, 1969

NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:

FOREIGN LANGUAGE COMPETENCE: Portuguese- 5; Spanish-4

RESEARCH/TEACHING SPECIALIZATIONS: Comparative politics, theories of democratic transitions, federalism, the world's religious systems, and democracy. Trained as a Latin American expert, Professor Stepan's work on comparative politics interprets Latin American democracy in the context of the experience in other parts of the world. He will be returning to campus in Spring 2006 to teach again in comparative politics and also to lead the Brazil Seminar.

FIELD RESEARCH EXPERIENCE: Brazil, India, Turkey, Russia, Hungary.

RECENT PUBLICATIONS:

Alfred Stepan, Juan Linz, and Yogendra Yadav, Democracies in Multinational Societies: India and Other Politics (Johns Hopkins: 2007)

Arguing Comparative Politics, Oxford ; New York : Oxford University Press, 2001

Brazil Decentralized Federalism (2000)

Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe, Baltimore : Johns Hopkins University Press, editor, 1996

PERCENTAGE OF TIME: 50

**NAME/TITLE/DEPARTMENT:** **Nancy Stepan**, Professor of History

YR. OF APPOINTMENT: 1980

EDUCATION:

B.A. Oxford, 1961; Ph.D. University of California, 1971

FOREIGN LANGUAGE COMPETENCE: Portuguese- 5

RESEARCH/TEACHING SPECIALIZATIONS: The history of science and medicine, the representations of nature, and diseases in the colonial and post-colonial world. Professor Stepan has written extensively on the history of science in Brazil.

FIELD RESEARCH EXPERIENCE: Brazil

RECENT PUBLICATIONS:

The Hour of Eugenics: Race, Gender, and Nation in Latin America, Ithaca : Cornell University Press, 1991

Idea of Race in Science: Great Britain, 1800-1960, Hamden, Conn.: Archon Books, 1982.

PERCENTAGE OF TIME: 100

**NAME/TITLE/DEPARTMENT:** Nicholas Stier, Assistant Professor, Columbia Business School  
**YR. OF APPOINTMENT:** 2004  
**EDUCATION:** Ph.D. Massachusetts Institute of Technology, 2004

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Quantitative models of decision-making, Argentina

**FIELD RESEARCH EXPERIENCE:** Argentina

**COURSES:** Managerial Statistics

**RECENT PUBLICATIONS:**

Eliciting Coordination With Rebates (Coauthor: P. Maillé). Transportation Science, forthcoming.

Efficient and Fair Routing for Mesh Networks (Coauthors: Andrea Lodi, Enrico Malaguti).

Mathematical Programming B, Jun 2009.

Pricing with markups in industries with increasing marginal costs (Coauthors: J.R. Correa, N. Figueroa). Columbia Working Paper # DRO-2008-14, Dec 2008.

Stackelberg Routing in Atomic Network Games (Coauthor: J.R. Correa). Columbia Working Paper # DRO-2007-03, Feb 2007.

A Note on the Precedence-Constrained Class Sequencing Problem (Coauthors: J.R. Correa and S. Fiorini). Discrete Applied Mathematics, 155:3, 257-259, Feb 2007.

**PERCENTAGE OF TIME:** 25

**NAME/TITLE/DEPARTMENT:** Jesus Suarez-Garcia, Associate Lecturer, Department of Spanish and Latin American Cultures, Barnard College

**YR. OF APPOINTMENT:** 2002

**EDUCATION:** BA University of Leon (Spain)

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Vocabulary acquisition, courses for heritage speakers

**COURSES:** Spanish for Spanish Speaking Students

**FIELD RESEARCH EXPERIENCE:** Spain

**RECENT PUBLICATIONS:**

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Michael Taussig, Professor of Anthropology  
**YR. OF APPOINTMENT:** 1993  
**EDUCATION:** M.B., B.S. University of Sydney, 1964; M.Sc. London School of Economics, 1968; Ph.D. University of London, 1974

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** The history of slavery, colonialism and state fetishism. Professor Taussig is a renowned scholar of the Andean region, in particular. His courses and graduate seminars draw upon his extensive field research in the region.

**COURSES:** Research in Social, arts.

**FIELD RESEARCH EXPERIENCE:** Colombia Bogota, Venezuela, Pacific Coast, Mexico, France

**RECENT PUBLICATIONS:**  
What Color is the Sacred?, Chicago : University of Chicago Press, 2009  
Walter Benjamin's Grave, Chicago : University of Chicago Press, 2006  
My Cocaine Museum, Chicago : University of Chicago Press, 2004

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Barbara Taylor, Instructor, College of Physicians and Surgeons  
**YR. OF APPOINTMENT:** 2004  
**EDUCATION:** B.A. Princeton University 1995; M.D. Harvard Medical School, 2001

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** HIV in the Dominican Republic, HIV care among communities of dual-nationality

**FIELD RESEARCH EXPERIENCE:** Mexico, Dominican Republic

**RECENT PUBLICATIONS:**  
**Taylor BS**, Sobieszczyk ME, McCutchan FE, Hammer SM. "The Challenge of HIV Subtype Diversity." In press, *New England Journal of Medicine*.  
Chiasson MA, **Taylor B**, Scheinmann R, Hirshfield S, Humberstone M, Remien R, Wolitski R, and Wong T. "Comparison of Sexual Risk Behaviors in Non-Hispanic Black and White Men Who Have Sex with Men Recruited in Online Surveys." Abstract #545: CROI, 2008, Boston, MA. Feb 3-8.  
Jones J, **Taylor B**, Wilkin TJ, Hammer SM. "Advances in Antiretroviral Therapy." *Topics in HIV Medicine*. 2007; 15(2):48-82.

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** Thomas Trebat, Director, Columbia Global Center in Rio de Janeiro, Brazil, Adjunct Professor, School of International and Public Affairs

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** B.A. Notre Dame, 1967; M.A. Johns Hopkins, 1971; Ph.D. Vanderbilt, 1978

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5 Portuguese- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Economic development of Latin America, Latin American financial markets, the Brazilian economy

**FIELD RESEARCH EXPERIENCE** Brazil, Chile, Mexico, and elsewhere in Latin America, primarily related to investment banking research.

**RECENT PUBLICATIONS**  
 "Latin America Economic Outlook", and other Citigroup Investor research on Latin America- produced daily, weekly, and monthly through early 2005.  
Brazil's State- Owned Enterprises, 1981

**PERCENTAGE OF TIME** 100

**NAME/TITLE/DEPARTMENT:** Debra Tupe, Assistant Professor of Clinical Occupational Therapy

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** B.A. SUNY Stony Brook, 1981; M.P.H. New York Medical College, 1996; Ph.D. Candidate Temple University

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Sociology, public health, community based rehabilitation, Cuba, Nicaragua, the Caribbean

**FIELD RESEARCH EXPERIENCE:** Cuba, Nicaragua, the Caribbean

**RECENT PUBLICATIONS:**  
 Hansen, A.M., Munoz, J., Crist, P.A., Gupta, J., Ideshi, R.I., Primeau, L.A., Tupe, D. (2007). Service learning: Meaningful, community-centered professional skill development for occupational therapy students. *Occupational Therapy in Health Care*, 21:1.

Tarola, A. & Tupe, D. Jefferson College of Health Professions Students Study in Cardenas, Cuba- Philadelphia's Sister City. *Health Policy Newsletter*, 2003, 16:9.

Tupe, D. A Visit to Cuba. *World Federation of Occupational Therapists: Americas Region Newsletter*, 2003, 4: 4-5.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** **Maria Uriarte**, Associate Professor Department of Ecology, Evolution, and Environmental Biology

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** B.S. State University of New York, 1986; M.S. Yale University, 1995; Ph.D. Cornell University, 2002

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese- 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Community ecology, forest ecology, ecology in Latin America, Brazil and Puerto Rico

**FIELD RESEARCH EXPERIENCE:** Brazil, Puerto Rico

**COURSES:** Directed Readings.

**RECENT PUBLICATIONS:**  
 Lasky, J., M. Uriarte, V. Boukili, and R. L. Chazdon. In press. Multiple effects of functional trait variation on tree community dynamics in tropical successional forests. *Proceedings of the National Academy of Sciences, USA*.  
 \*Gutiérrez-Vélez, VH, M. Uriarte, R. DeFries, M. Pinedo-Vásquez, K. Fernandes, P. Ceccato, W. Baethgen, and C. Padoch. In press. Land cover change interacts with drought severity to change fire regimes in Western Amazonia. *Ecological Applications*. <http://www.esajournals.org/doi/abs/10.1890/13-2101.1>  
 \*Jain, M., Y. Lim, J. Arce and M. Uriarte. In press. Perceptual and socio-demographic factors associated with household drinking water management strategies in rural Puerto Rico. *PloS One*.

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** **Miguel Urquiola**, Associate Professor/Economics and School of International Affairs

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** B.A. Swarthmore College, 1992; Ph.D. University of California, Berkeley, 2000;

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 10

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Educational issues in developing countries and the U.S., the effects of voucher financing and accountability schemes, economic development

**CURSES:** Economic Development.

**FIELD RESEARCH EXPERIENCE:** Bolivia, Chile

**RECENT PUBLICATIONS:**  
Class size caps, sorting, and the regression discontinuity design, with Eric Verhoogen. *American Economic Review*, 99(1), 179-215, 2009.  
School choice, stratification, and information on school performance, with Patrick McEwan and Emiliana Vegas. *Economía* (Journal of the Latin American Economic Association), Spring, 1-27, 2008.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Eric Verhoogen, Assistant Professor/Economics, School of International and Public Affairs

**YR. OF APPOINTMENT:** 2004

**EDUCATION:** B.A. Harvard College. 1991; M.A. University of Massachusetts, 2001; Ph.D. University of California, Berkeley 2004

**FOREIGN LANGUAGE COMPETENCE:** Italian-5 Spanish- 5 French- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Development economics, labor economics, and international trade, with a focus on the microeconomics of industrial sectors in developing countries.

**FIELD RESEARCH EXPERIENCE:** Mexico

**RECENT PUBLICATIONS:**  
 "Exports and Within-Plant Wage Distributions: Evidence from Mexico." With Judith A. Frías and David S. Kaplan. *American Economic Review Papers & Proceedings*, v. 102, no. 3, pp. 435-440, May 2012.  
 "Prices, Plant Size, and Product Quality." With Maurice Kugler. *Review of Economic Studies*, v. 79 no. 1, pp. 307-339, Jan. 2012. [Previously circulated under the titles "The Quality-Complementarity Hypothesis" and "Product Quality at the Plant Level."]  
 "Plants and Imported Inputs: New Facts and an Interpretation." With Maurice Kugler. *American Economic Review Papers and Proceedings*, v. 99 no. 2, pp. 501-507, May 2009.

**NUMBER OF THESES/DISSERTATIONS SUPERVISED SINCE 2010:** 21 dissertation committees since 2010. Two of these are scheduled for this summer. Of them, I was sponsor or co-sponsor (known as chair/co-chair in other universities) for 9.

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Milton Wainberg, Associate Professor, Department of Psychiatry

**YR. OF APPOINTMENT:** 1995

**EDUCATION:** M.D. Universidad Central de Venezuela, 1987

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5 Portuguese- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** HIV and AIDS in Latin America, Brazil

**FIELD RESEARCH EXPERIENCE:** Brazil

**RECENT PUBLICATIONS:**  
 Wainberg ML, McKinnon K, Mattos PE, Pinto D, Gruber Mann C, Oliveira C, Oliveira-Broxado S, Remien RH, Elkington KS, Cournos F, PRISMA Project.: A model for adapting evidence-based behavioral interventions to a new culture: HIV Prevention for psychiatric patients in Rio de Janeiro, Brazil.. *AIDS and Behavior* 2007  
 Wainberg M, Gonzalez MA, McKinnon K, Elkington KS, Pinto D, Mann C, Mattos P: Targeted ethnography as a critical step to inform cultural adaptations of HIV prevention interventions for adults with severe mental illness. *Social Science and Medicine*, 2007  
 Morgenstern J, Irwin TW, Wainberg ML, Parsons JT, Muench F, Bux DA Jr, Kahler CW, Marcus S, Schulz-Heik J.: A randomized controlled trial of goal choice interventions for alcohol use disorders among men who have sex with men. *J Consult Clin Psychol* 2007;75(1): 72-84

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT:** Christopher Washburne, Associate Professor of Music  
**YR. OF APPOINTMENT:** 2000  
**EDUCATION:** B.A. University of Wisconsin, 1986; M.A. New England Conservatory of Music, 1988; Ph.D. Columbia, 1999

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS** 4 Ph.D. dissertations; 10 MA theses; 5 BA theses

**FOREIGN LANGUAGE COMPETENCE:** Spanish-3

**RESEARCH/TEACHING SPECIALIZATIONS:** Jazz, Latin jazz, Caribbean music, salsa topics

**COURSES:** Salsa, Soca and Reggae.

**FIELD RESEARCH EXPERIENCE:** Brazil, Cuba

**RECENT PUBLICATIONS:**  
*Sounding Salsa.* Temple University Press, 2008.  
*Bad Music: The Music You Love to Hate.* Routledge Press, 2004  
*Linear Notes to Cuban Roots, "Algo Mas."* Jazzheads Records, 2004

**PERCENTAGE OF TIME:** 50

**NAME/TITLE/DEPARTMENT:** Gabriel Y. Weintraub, Sidney Taurel Associate Professor of Business, Columbia School of Business  
**YR. OF APPOINTMENT:** 2006  
**EDUCATION:** BS, Universidad de Chile, 1997; Ph.D. Stanford University, 2006

**FOREIGN LANGUAGE COMPETENCE** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Operations and management science, applied economics, Chile

**FIELD RESEARCH EXPERIENCE** Chile

**RECENT PUBLICATIONS**  
Weintraub, G.Y., C.L. Benkard, and B. Van Roy (2009), Industry Dynamics: Foundations for Models with an Infinite Number of Firms, submitted for publication.  
Weintraub, G.Y., C.L. Benkard, and B. Van Roy (2008), Markov Perfect Industry Dynamics with Many Firm, *Econometrica*, Vol. 76, No. 6 (November, 2008), 1375–1411.  
Epstein, R., L. Henríquez, J. Catalán, G.Y. Weintraub, C. Martínez, and F. Espejo (2004), A Combinatorial Auction Improves School Meals in Chile: a Case of Operations Research in Developing Countries, *International Transactions in Operational Research*, Vol. 11, No. 6, 593-612

**PERCENTAGE OF TIME** 100

**Thomas Abercrombie, Associate Professor, Anthropology and Latin American Studies**

YR. OF APPOINTMENT: 1996

EDUCATION: PhD, U of Chicago, 1986; BGS, U of Michigan, 1973

NUMBER OF ADVISEES: 20

FOREIGN LANGUAGE COMPETENCE: Aymara 4, French 3, Spanish 5

RESEARCH/TEACHING SPECIALIZATION: Cultural history/historical anthropology, Atlantic history, colonized societies, postcolonial situations, religion and conversion, nationalism, cultural performance, narrative, gender and sexuality, Andes, Spain

FIELD RESEARCH EXPERIENCE: Iberian Peninsula, S. America, Andes, S. Cone

AREA STUDIES COURSES: Undergraduate: CORE-UA 544: Cultures & Contexts: Spain; ANTH-UA47: Ethnography of the Andes. Graduate: LATC-GA 2030: Ethnographic Methods in Latin America & the Caribbean; ANTH-GA 1241: Colonialism, Nationalism, Modernity

**RECENT PUBLICATIONS:**

2014 "The Iterated Mountain: Things as Signs in Potosí." Accepted 12/13 as part of edited volume *Patrimony and Its Iterations: Ruins, Relics and Reproductions in Contemporary Latin America* (Sandra Rozental, ed) to *Journal of Latin American and Caribbean Anthropology*, 2014.

2014 *Ghosts in the Ruins: Patrimonio and the Monumental and Intangible Armatures of Collective Personhood in Potosí* (Bolivia), 1550-2012. (MS in preparation. Completion projected in 2014).

2014 *TransAtlantic/TransGender: Antonio Né Maria Yta, from Conventual Novice to Husband and Colonial Career*. (MS in preparation, to be submitted to Penn State U. Press in 2014).

2012 "The Ethnos, Histories, and Cultures of Ethnohistory in the US Academy." In: Ana María Lorandi, ed. *Dossier: ¿Ethnohistoria, Antropología Histórica, o simplemente Historia?* Special Issue of: *Memoria Americana: Cuadernos de Ethnohistoria*, (Buenos Aires), 20-21, 2012, pp.

PERCENTAGE OF TIME: 75

**RECENT AWARDS:**

Guggenheim Fellowship, 2005

**Alisha Ali, Associate Professor, Applied Psychology**

YR. OF APPOINTMENT: 2002

EDUCATION: PhD, U of Toronto, 1998; MSc., U of Toronto, 1996; BSc., U of Toronto, 1992

NUMBER OF ADVISEES: 0

FOREIGN LANGUAGE COMPETENCE: French 1

RESEARCH/TEACHING SPECIALIZATION: Well-being and mental health, immigrant women, women of color, feminist epistemology, social action

FIELD RESEARCH EXPERIENCE: Caribbean

**RECENT PUBLICATIONS:**

2013 "The Therapist as Advocate: Anti-oppression Advocacy in Psychological Practice." With Lees, K. in *The Journal of Clinical Psychology*, 69(2), 160-169.

2012 "Who is a patriot? Psychological Recolonization and the Proliferation of U.S. Nationalism." With McFarlane, E., Lees, K., & Srivastava in *Race, Gender, and Class*, 20 (1-2).

2011 "Social justice revisited: Psychological recolonization and the challenge of anti-oppression advocacy," with McFarlane, E., Hawkins, R., & Udo-Inyang, I. *Race, Gender, and Class*, 19.

2011 "Depression Among Caribbean Women," with McFarlane, E. in *Women and Mental Disorders*. M. Paludi, Ed. New York: Praeger.

2010 "Exploring the immigrant experience through self-silencing theory and the full frame approach," in *Silencing the Self Across Cultures: Depression and Gender in the Social World* (D. C. Jack & A. Ali, Eds.). New York: Oxford U Press.

PERCENTAGE OF TIME: 25

**RECENT AWARDS:**

2011: Social Innovation Pathways Fund; 2011: New York Community Trust; 2011: The Helmsley Trust; 2012: Jack Kent Cooke Foundation; 2012: Robin Hood Foundation; 2012: American Psychological Association Division 52 Book Award; 2013: Fordham Street Foundation



**Bruce J. Altshuler, Adjunct Professor, Fine Arts; Director, Museum Studies**

*YR. OF APPOINTMENT:* 2000

*EDUCATION:* PhD, 1977, Harvard U; BA, 1971, Princeton U

*NUMBER OF ADVISEES:* 8

*FOREIGN LANGUAGE COMPETENCE:* French 3

*RESEARCH/TEACHING SPECIALIZATION:* Museum Studies, History of Art Exhibitions

*FIELD RESEARCH EXPERIENCE:* Buenos Aires

*AREA STUDIES COURSES:* FINH-GA 3042 Seminar: Archives and the Museum

*RECENT PUBLICATIONS:*

2013 Biennials and Beyond: Exhibitions that Made Art History, 1962-2002 (London: 2013)

2013 "Exhibitions Take Center Stage," Art in America, June/July.

2011 "A Canon of Exhibitions," MJ - Manifesta Journal, No. 11, Spring/Summer.

2011 "Everything is Illuminated," Tate Etc., Issue 21, Spring.

2010 "Curadoria, Exposicao e Educacao no Museu de Arte" ("Curatorship, Exhibition and Education in the Art Museum"), in Lisbeth Rebollo Goncalves, ed., Sobre Museus (On Museums) (Sao Paulo: Museum of Contemporary Art, U of Sao Paulo).

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

Dedalus Foundation Senior Fellowship, 2010

**Jose Álvarez, Professor, NYU Law School**

*YR. OF APPOINTMENT:* 2009

*EDUCATION:* JD Harvard Law School, 1981, Cum Laude. BA Magdalen College, Oxford U, 1979. AB Harvard College 1977.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* International Law; International Organizations; International Tribunals and War Crimes; International Legal Theory and Foreign Investment.

*FIELD RESEARCH EXPERIENCE:* Latin America, general

*AREA STUDIES COURSES:* LAW-LW10256: International Organizations; LAW-LW10709: Law and Policy of Foreign Investment Seminar; LAW-LW11577: International Law; FINC-GB223: Law & Policy: Foreign Investment; LAW-AD212J: International Law

*RECENT PUBLICATIONS:*

2003: Expert opinions filed in Occidental Exploration and Production Co. and The Republic of Ecuador (Arbitral Dispute governed by UNCITRAL Rules, 2003); and in various ICSID cases involving the government of Argentina (2003-present)

2014 "The United Nations in the Time of Cholera," AJIL Unbound

2013 "What are international judges for? The Main Functions of International Adjudication," in Cesare Romano, Karen J. Alter, and Yuval Shany, eds., The Oxford Handbook on International Adjudication (Oxford U Press, 2013).

2012 "State Sovereignty is Not Withering Away: A Few Lessons for the Future," in Antonio Cassese, ed., Realizing Utopia—The Future of International Law (Oxford U Press 2012)

2012 Lecture series: "The Foreign Investment Regime," presented at various law and business schools and chambers of commerce in Porto Alegre, Sao Paulo, and Rio, Brazil (August 20-25, 2012)

2012 "The Paradoxical Argentina Cases," (with Gustavo Topalian), 6 World Arbitration & Mediation Review 491

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

American Journal of International Law: Editorial Board (1997-2007); co-editor in chief (starting April 2013)  
Council on Foreign Relations: Member (since 1994)

**Laura Amelio, Language Lecturer, Spanish and Portuguese, Coordinator Spanish I**

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** PhD 2001 Harvard, 2001; MA 1999 Middlebury; MA 1993 Harvard; BA 1990 Brown U.

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Italian 5

**RESEARCH/TEACHING SPECIALIZATION:** Literature, pedagogy, rhetoric, romanticism, translation.

**FIELD RESEARCH EXPERIENCE:** Mexico, Spain

**LANGUAGE COURSES:** SPAN-UA1013: Spanish for Beginners- Level I; SPAN-UA 2013: Spanish for Beginners- Level II; SPAN-UA100: Advanced Grammar and Composition; SPAN-UA 200: Critical Approaches to Text & Cultural Analysis

**RECENT PUBLICATIONS:** N/A

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Gary L. Anderson, Professor, and current Program Director, Administration, Leadership and Technology, Steinhardt School of Culture, Education, and Human Development**

**YR. OF APPOINTMENT:** 2004

**EDUCATION:** PhD, Ohio State U, 1998; MA, Columbia U, 1981; BA, U of Iowa, 1971

**NUMBER OF ADVISEES:** PhD 7

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, French 2

**RESEARCH/TEACHING SPECIALIZATION:** Education in Latin America; school reform, Educational leadership and the "new" economy; school micropolitics; militarization and criminalization of youth in schools; research methodologies, particularly participatory action research, discourse analysis, and ethnography

**FIELD RESEARCH EXPERIENCE:** Mexico, Argentina

**AREA STUDIES COURSES:** EDLED-GE2205: Advocacy and Education; AMLT-GE2201: Educational Reform and Leadership

**RECENT PUBLICATIONS:**

2014 Anderson, G.L. & Donchik Montoto, L. "The Privatization of Education and policy-making: The American Legislative Exchange Council (ALEC) and Network Governance in the United States." *Journal of Educational Policy*, 2014.

2014 "Qualitative Research as Policy Knowledge: Framing Policy Problems and Transforming Education." With Dumas, M.J., in *Education Policy Analysis Archives*, 22:11, 2014.

2012 "Toward an Intersectional Understanding of Social Context and Causality," with Scott, J. in *Qualitative Inquiry*, 18(8), 674–85.

2011: "The Military 'Pipeline' from our Public Schools to Returning Veterans: What Should be the Role of Public Schools? *PowerPlay: A Journal of Educational Justice* 3(1).

2010 "New 'Big Questions' about Education and Change for the Next Decade." With Michael Fullan, Ivor Goodson, Peter, et al. in *Mexican Journal of Educational Research (RMIE)*, 15:47 (Oct.-Dec., 2010) 1093–1145.

2010 "A reforma escolar como performance e espetáculo politico." in *Revista Educacao & Realidade*, 35(2), 57-76.

Recent presentations in Latin America: Invited Panelist: Domocratização y Educação. Angra dos Reis, Brazil, 10/13 Keynote Address: Cambios Institucionales, Nuevos Paradigmas e Impacto en el Trabajo Docente. Latin American UNESCO Conference, Buenos Aires, Argentina, 10/12; Action Research and Approaches to Research Validity. Federal U of Rio de Janeiro. Rio de Janeiro, Brazil, August 27, 2012.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:**

2009 Critics Choice Book Award of the American Educational Studies Association (AESA) for Advocacy Leadership: Toward a Post-Reform Agenda in Education.

**Miriam Ayres, Senior Lecturer, Department of Spanish and Portuguese**

*YR. OF APPOINTMENT:* 1992

*EDUCATION:* PhD, Yale U, 1995; MA, Pontifícia Universidade Católica do Rio de Janeiro, 1989; BA, Universidade Federal do Rio de Janeiro, 1985.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* English 5 Portuguese 5 Spanish, French 2 Latin 2

*FOREIGN LANGUAGE CERTIFICATION AND TRAINING:* Methodological Developments in Teaching Spanish as a Second Language. Columbia U/Barnard. Spring 2009 and Spring 2010.

*RESEARCH/TEACHING SPECIALIZATION:* Portuguese Spanish-language pedagogy, Latin American literature and culture, comparative Brazilian and Spanish American literature. 1992-Present.

*FIELD RESEARCH EXPERIENCE:* Brazil

*LANGUAGE STUDY COURSES:* PORT-UA11 Elementary Portuguese for Spanish Speakers; PORT-UA 3 Intermediate Portuguese SPAN-UA 4 Intermediate Spanish I; ,SPAN-UA 5 Intermediate Spanish II

*RECENT PUBLICATIONS:*

2011 "Fading Photographs: Recollecting the Chouf in Caparáo." *Al Raida*. Issue on Arabic Women in Latin America. Beirut: The Institute for Women's Studies in the Arabic World at Lebanese American U. Issue 133-134. Spring-Summer 2011.

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Miriam Basilio, Associate Professor, Art History and Museum Studies**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* PhD, New York U, 2002; MA, New York U, 1995; MA, New York U, 1991; BA, Boston College, 1989

*NUMBER OF ADVISEES:* 1

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Catalan 3

*RESEARCH/TEACHING SPECIALIZATION:* Modern Spanish and Latin American art, and the reception of Latin American art in the United States

*FIELD RESEARCH EXPERIENCE:* Spain and Mexico, Puerto Rico, S. Cone

*AREA STUDIES COURSES:* ARTH-UA 450 Museums and the Art Market; ARTH-UA800 Curating and Displaying Global Art; MSMS-GA3330: Challenges for Art Museum Curators Today

*RECENT PUBLICATIONS:*

2013 *The Evolving Latin American Canon: Collection Displays at The Museum of Modern Art, 1945-present* [working title] (Contract with Routledge for publication in *Research in Museum Studies* series)

*Visual Propaganda, Exhibitions, and the Spanish Civil War* (Surrey, UK: Ashgate, 2013)

2013 "What did Borges See in Xul Solar?" *Hyperallergic* blog, July 16, 2013,

2011 "'Serial Effects': Picasso's Response to Propaganda and Atrocities" in *Picasso: Vinyetes al front* (Barcelona: Museu Picasso, 2011), pp. 102-111, 190-194.

2010 "Museums for the People: David Seymour's Photographs of The Duque of Alba's Palace in Madrid, 1936," in Cynthia Young, Ed. *The Mexican Suitcase* (New York: International Center of Photography, 2010), pp. 69-70. (Spanish Ed. Madrid: La Fábrica Editorial and Fundación Pablo Iglesias, 2011)

*Presentations:* 2013 "MoMA, Art History, and the Display of Latin American Art 2004- Present" From the Other Shore: Narratives and Perspectives on Spanish & Latin American Art, Meadows Museum

2012 "Museums, International Modernities and Global Contemporary Art: The Case of Latin America," Fine Arts Department, U of Hong Kong

2012 Panelist in MoMA Curatorial Seminar, Contemporary, Modern Art Perspectives Project, Display of Latin American art at MoMA

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:*

2013 Humanities Initiative Grant-In-Aid

2010 NYU Goddard Junior Faculty Fellowship

**Gianpaolo Baiocchi, Associate Professor, Gallatin School of Individualized Study; Director of Civic Engagement, Senior Fellow, Institute for Public Knowledge (IPK) at NYU.**

**YR. OF APPOINTMENT:** 2013

**EDUCATION:** PhD, 2001, U of Wisconsin-Madison; M.S, 1996, U of Wisconsin-Madison; BA U of California Berkeley.

**NUMBER OF ADVISEES:** 5

**FOREIGN LANGUAGE COMPETENCE:** Portuguese 5, Spanish 3.

**RESEARCH/TEACHING SPECIALIZATION:** Citizen Participation, Cities, Civil Society, Culture and Politics, Brazil

**FIELD RESEARCH EXPERIENCE:** Brazil

**AREA STUDIES COURSES:** ELEC-GGC2765: The Politics and Anti-Politics of NGOs; CLI-UG1403: Tools for Social Change; IDSEM-UG1798: The Public Conversation on the Urban Environment; IDSEM-UG1792: The Lives, Deaths, and Rebirths of Public Spaces

**RECENT PUBLICATIONS:**

- Forthcoming Under contract, 2014: *Democracy in Motion. The Globalization and Limits of Participation.* With Ernesto Ganuza. (Stanford U Press).
- Forthcoming Under Review at Duke U Press: *Interrogating the Civil Society Agenda.* Edited with Sonia Alvarez, Agustin Lao-Montes, Jeffrey Rubin, Millie Thayer. Under review at Duke U Press.
- 2014 *The Civic Imagination: Making a Difference in American Political Life.* With Elizabeth Bennett, Alissa Cordner, Peter Klein, and Stephanie Savell. (2014, Paradigm Publishers).
- 2014: "Participatory Budgeting as If Emancipation Mattered." With Ernesto Ganuza in *Politics & Society* (March 2014).
- 2013 Guest Editor, "Reassembling Ethnography: ANT Beyond the Laboratory." (With Michael Rodriguez and Diana Graizbord) Special Issue of *Qualitative Sociology*, 2013.
- 2013 "Disavowing Politics: Civic Engagement in an Era of Political Skepticism." With Bennett, Elizabeth A., Alissa Cordner, et al., *American Journal of Sociology* 119, no. 2 (2013): 518–548.
- 2012 "Politics as Interruption: The Political Sociology of Jacques Rancière." With Connor, Brian in *Thesis 11*: 117(1) 89–100.
- 2010 "The Politics of the Habitus: Publics, Politics and Race in Brazil." With Lisa Corrado in *Qualitative Sociology*, no. 33 (Spring 2010): 369–88.

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:** N/A

**Gabriela Bastera, Associate Professor, Spanish and Portuguese**

**YR. OF APPOINTMENT:** 1997

**EDUCATION:** PhD Harvard 1997, MA Harvard 1990; BA Zaragoza (Spain) 1987.

**NUMBER OF ADVISEES:** 2

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5 French 5

**RESEARCH/TEACHING SPECIALIZATION:**

Literature and philosophy; tragedy; poetry; ethical philosophy; psychoanalysis; ethics and politics.

**FIELD RESEARCH EXPERIENCE:** Spain

**AREA STUDIES COURSES:** SPAN-UA 951 Guilt, Desire and the Law; COLIT-GA 2697 The Poet Shapes the Void

**RECENT PUBLICATIONS:**

- 2013 'Reason's Other in Quotation Marks: Nietzsche on Tragedy and Doubling.' *Philosophy & Social Criticism*. *Philosophy & Social Criticism* 39.9 (2013), pp. 907-919.
- 2012 'Subjectivity at the Limit. Velázquez, Kant, Levinas.' *diacritics* 40.4 (2012), pp. 46-70.
- 2011 'Entrevista con Etienne Balibar y Ernesto Laclau.' With Rada Ivekovic, Boyan Manchev, Ghislaine Glasson Deschaumes and Francisco Naishtat. *Debates y Combates* 1 (November 2011), pp. 11-39
- 2010 'Auto-Heteronomy, or Levinas's Philosophy of the Same.' *Graduate Faculty Philosophy Journal* 31.1 (2010), pp. 109-132.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:** Director of Program, Collège International de Philosophie, Paris, 2004–10.

**Cristina Beltrán, Associate Professor, Director of Latino Studies, Department of Social and Cultural Analysis**

*YR. OF APPOINTMENT:* 2011

*EDUCATION:* Ph.D, Rutgers U, 2003; BA, U of California at Santa Cruz, 1992

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Modern and contemporary political theory, democratic theory, Latino Studies/Latino politics in the U.S., feminist theory, American political thought, race and ethnicity, gender and sexuality.

*FIELD RESEARCH EXPERIENCE:* Latinos in the United States; Mexico

*AREA STUDIES COURSES:* CORE-UA 529 Cultures & Contexts: Contemporary Latino Cultures, SCA-UA 542 Latino Politics

**RECENT PUBLICATIONS:**

Forthcoming: Latino Conservatives: Racial Shame, Racial Success, and the Politics of Transformation. Under review with Oxford U Press. Expected completion: May 2014.

Forthcoming: Political Theory/Latino Politics: Innovation and Appropriation (edited volume). Expected completion date: Summer 2014.

2010 The Trouble with Unity: Latino Politics and the Creation of Identity, Oxford U Press

2012 "Crossings and Correspondences: Rethinking Intersectionality and the Category 'Latino.'" Politics & Gender.

2012 "Freedom's Ambivalent Pleasures: Richard Rodriguez and the Conservative Logic of Identity." Politics & Gender, Volume 8, Issue 02 (June 2012): 223-231.

2012 "Racial Shame and the Pleasure of Transformation: Richard Rodriguez's Queer Aesthetics of Assimilation," Aztlán: A Journal of Chicano Studies Volume 37, No. 1 (Spring 2012): 37-64.

*PERCENTAGE OF TIME:* 50

**RECENT AWARDS:**

Winner of the 2012 Casa de las Américas award for best book in Latino studies; Winner of the 2011 American Political Science Association's Ralph Bunche Award for the best book in political science on ethnic and cultural pluralism for The Trouble with Unity: Latino Politics and the Creation of Identity. Winner of the 2011 Race, Ethnicity, and Politics Section of the American Political Science Association for the best book on Racial and Ethnic Political Identities, Ideologies, and Theories for The Trouble with Unity: Latino Politics and the Creation of Identity

**Lauren Benton, Professor, History; Affiliate Professor, Law. Dean of the Graduate School, Faculty of Arts and Sciences.**

*YR. OF APPOINTMENT:* 2003

*EDUCATION:* PhD, Johns Hopkins U, 1987; MA, Johns Hopkins U, 1984;

MA, Johns Hopkins U, 1983; A.B., Harvard U, 1978

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Portuguese 2, French 3

*RESEARCH/TEACHING SPECIALIZATION:* Atlantic world, legal history, comparative imperial history

*FIELD RESEARCH EXPERIENCE:* Iberian Peninsula, S. America, S. Cone

*AREA STUDIES COURSES:* HIST-GA 3702 Empire and Law in History, HIST-GA 3390 Empire States & Political Imagination

**RECENT PUBLICATIONS:**

2013 Legal Pluralism and Empires, 1500-1900 (New York U Press) (ed. with Richard Ross)

2012 "This Melancholy Labyrinth: The Trial of Arthur Hodge and the Boundaries of Imperial Law," 64 Alabama Law Review 91

2011 "Abolition and Imperial Law, 1780-1820," 39:3 Journal of Commonwealth and Imperial History

2010 A Search for Sovereignty: Law and Geography in European Empires, 1400-1900 (Cambridge U Press).

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* N/A

**Nathan Bertelsen, Assistant Professor; Course Dir Global Health Selective; Assoc Med Dir BV/NYU Pgm Survivors of Torture, Departments of Population Health, Medicine.**

*YR. OF APPOINTMENT:* 1995

*EDUCATION:* M.F.A., Yale U, 1989; BA, U of Dallas, 1980

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* currently organizes overseas medical electives in Peru and Turkey for the residency in internal medicine at various sites

*FIELD RESEARCH EXPERIENCE:* India, China, Dominican Republic, Spain, Denmark, Tanzania, Peru, and Turkey. Dr. Bertelsen runs an interprofessional student team-building initiative with Universidad Peruana Cayetano Heredia in Lima, Peru, "Building an Interdisciplinary Health Professional Research Team at New York University and Universidad Peruana Cayetano Heredia: A Feasibility Study.

*RECENT PUBLICATIONS:*

Global Health Selective: a novel interdisciplinary clerkship on clinical knowledge and skills for global health at New York University School of Medicine

*Bertelsen, N; Piazza, M D; Ogedegbe, O; Hopkins, M A*

2013 November 2013;89(5):26-26, American journal of tropical medicine & hygiene

— id: 818822, year: 2013, vol: 89, page: 26, stat: Journal Article,

The Global Health Curriculum of Weill Cornell Medical College: How One School Developed a Global Health Program

*Francis, Elizabeth R; Goodsmith, Nichole; Michelow, Marilyn; Kulkarni, Amita; McKenney, Anna Sophia; Kishore, Sandeep P; Bertelsen, Nathan; Fein, Oliver; Balsari, Satchit; Lemery, Jay; Fitzgerald, Daniel; Johnson, Warren; Finkel, Madelon L*

2012 Sep;87(9):1296–1302, Academic medicine

— id: 179144, year: 2012, vol: 87, page: 1296, stat: Journal Article

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* N/A

**Renée Blake, Associate Professor, Linguistics**

*YR. OF APPOINTMENT:* 1996

*EDUCATION:* PhD, Stanford U, 1997; MA, Stanford U, 1993; B.S.C., Stanford U, 1987

*NUMBER OF ADVISEES:* 2

*FOREIGN LANGUAGE COMPETENCE:* French 3, German 2, Spanish 4

*RESEARCH/TEACHING SPECIALIZATION:* Urban sociolinguistics; African-American vernacular English; languages and cultures of the Caribbean/Latin America

*FIELD RESEARCH EXPERIENCE:* Caribbean

*AREA STUDIES COURSES:* LING-UA 9021 Sex, Gender, and Language; LING-GA 3910 Directed Readings in Linguistics; LING-UA 260 Language & Liberation at Home in the Caribbean and Abroad; The Language of America's Ethnic Minorities; LING-UA 9023 African American English

*RECENT PUBLICATIONS:*

Forthcoming: "Not As Clear As Black and White: Race, Class and Language in a Barbados Community," in Arthur Spears (ed.), *Black Language—The United States and the English-speaking Caribbean: Education, History, Structure and Use*. Oxford: Blackwell. (Forthcoming)

2010 "Second Generation West Indian Americans and English in New York City," with Cara Shousterman, *English Today* 26(3) (2010): 35-43. 2010 "Diachrony and AAE: St. Louis, Hip-Hop and Sound Change Outside of the Mainstream," with Cara Shousterman, *Journal of English Linguistics* 38(3) (2010): 230–247.

2009 "Something in the 'urr': Vowel centralization before /r/ in two AAE dialects: A Case of Regional Variation". Paper presented at New Ways of Analyzing Variation with Sonya Fix and Cara Shousterman; Linguistic Society of America. Jan. 10, 2009. San Francisco, California.

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* N/A

**Ernest Brown, Adjunct Instructor, Economics**

*YR. OF APPOINTMENT:* 2014

*EDUCATION:* PhD, 1980, Vanderbilt U, Economics with a Latin American Studies minor

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 4, Portuguese 2, French 2.

*RESEARCH/TEACHING SPECIALIZATION:* Economics of Latin America, Macroeconomics, International Trade and Finance.

*FIELD RESEARCH EXPERIENCE:* Argentina, Brazil, Chile, Peru, Colombia, Ecuador, Mexico, Costa Rica, Panama, Venezuela, Trinidad & Tobago.

*AREA STUDIES COURSES:* ECON-GA 1605: Latin American Economics

*RECENT PUBLICATIONS:*

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Barbara Browning, Professor, Performance Studies**

*YR. OF APPOINTMENT:* 1995

*EDUCATION:* PhD, Yale U, 1989; MA, Yale U, 1987; BA, Yale U, BA, 1983

*NUMBER OF ADVISEES:* 15

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 5 Spanish 3

*RESEARCH/TEACHING SPECIALIZATION:* Brazil and the African diaspora; dance ethnography; race, gender and postcoloniality; spirit possession and healing

*FIELD RESEARCH EXPERIENCE:* Brazil

*AREA STUDIES COURSES:* PERF-GT 2920 Dance Ethnography; PERF-GT 2647 Tokenism, Fetishism, and Idolatry

*RECENT PUBLICATIONS:*

2012 I'm Trying to Reach You. Two Dollar Radio.

2011 The Correspondence Artist. Two Dollar Radio.

2011 "Slave Ship on the Infosea," Bob White, ed., Music and Globalization: Critical Encounters (Indiana U Press).

2011 "Dancing Samba in Tight Places," Critical Studies in Improvisation, Spring.

2010 "Fuller, Vaster, Brighter..." Social Text website, Summer.

2010 "Dialogue: States of the Body" (roundtable transcription, Dance Research Journal 42: 1

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* N/A

**Félix Manuel Burgos Trujillo, Lecturer, Spanish and Portuguese**

**YR. OF APPOINTMENT:** 2013

**EDUCATION:** PhD, 2013, Hispanic Linguistics, U of New Mexico; MA 2007, Latin American Studies, U of New Mexico; BA, 2003, Linguistics, Universidad Nacional de Colombia.

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Social and Mass Media in Colombia

**FIELD RESEARCH EXPERIENCE:** Argentina, Brazil, Chile, Peru, Colombia, Ecuador, México, Costa Rica, Panama, Venezuela, Trinidad & Tobago.

**LANGUAGE COURSES:** SPAN-UA100 Advanced Grammar and Composition; SPAN-UA111 Advanced Spanish for Spanish-Speaking Students

**RECENT PUBLICATIONS:**

2011 "Me iba a suicidar y casi me mato": sobre el origen de matarse con sentido accidental. In *Lenguaje, Arte y Revoluciones Ayer y Hoy: New approaches to Hispanic Linguistics, Literacy, and Cultural Studies*. Rafael Orozco and Alejandro Cortazar (eds.) Cambridge Scholar Publishing.

2010 Translation. Bierce, Ambrose. 2010. *Una tumba Abierta*. In *Revista Literaria Aceite de Perro*. Carolina Cuervo (ed.) 1, 15-18.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

CLACS Faculty Research Grant, 2014; Latin American and Iberian Institute PhD Fellowship, 2009-2011

**Bryan Cameron, Assistant Professor/Faculty Fellow, Department of Spanish & Portuguese**

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** BA Indiana U, 2000; MA U of Pennsylvania 2006; PhD U of Pennsylvania, 2012.

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Spanish cinema and visual studies. Urban imaginaries in film and literature. The intersection of politics and (non-)narrative in contemporary Spain

**FIELD RESEARCH EXPERIENCE:** N/A

**AREA STUDIES COURSES:** SPAN-UA 310 The Cultural History of Spain (in Spanish);

**RECENT PUBLICATIONS:**

Forthcoming: "Contradictory Spaces: Revolutionary Politics in Vicente Blasco Ibáñez's *El Pueblo* and *Flor de Mayo*." Currently being revised for *Revista canadiense de estudios hispánicos*.

2014 "Dissensual Strategies in *La barraca* (Vicente Blasco Ibáñez, 1898) and *La barraca* (León Klimovsky, 1979)." *Revista de estudios sobre Blasco Ibáñez* 3 (forthcoming, Winter 2014).

2014 "Introduction: Spain, Democracy, and the 15-M Movement." *Journal of Spanish Cultural Studies* 15.1/15.2 (June 2014). *Spain in Crisis: The Spanish Crash and the Indignados Movement*. Special Editor, Bryan Cameron. (forthcoming, June 2014).

2014 "Stillborn Texts: Competing Pregnancies in Leopoldo "Clarín" Alas's *Su único hijo* (1891)." *Revista Hispánica Moderna* (forthcoming, June 2014).

2013 "Narcotic Fictions: The Implosion of Narrative and Politics in Benito Pérez Galdós's *La incógnita/Realidad* (1888-1889)." *Decimonónica* 10.2 (Summer 2013): 14-31.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:**

Award for Excellence in Teaching, U of Pennsylvania, May 2011

Center for Teaching and Learning Fellowship, U of Pennsylvania, 2009-2010



**Rene Caldentey, Associate Professor in Operations Management, Department of Information, Operations and Management Science, Leonard N. Stern School of Business**

**YR. OF APPOINTMENT:** 2001

**EDUCATION:** PhD, M.I.T., 2001; MA, U of Chile, 1995

**NUMBER OF ADVISEES:** 2

**FOREIGN LANGUAGE COMPETENCE:** French 5, Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Revenue Management and Dynamic Pricing. Operations Management in the Retail Industry, Queueing Theory and its Applications to Manufacturing Systems, The Role of Financial Markets in Operations, Production Systems in the Copper Industry

**FIELD RESEARCH EXPERIENCE:** S. Cone; Chile, Argentina

**AREA STUDIES COURSES:** INTA-GB3391: Global Study Tour I

**RECENT PUBLICATIONS:**

2010 "The Role of Financial Services in Procurement Contracts," with Caldentey, R., In *Handbook of Integrated Risk Management in Global Supply Chains*, co-edited by Panos Kouvelis, Onur Boyabatli, Lingxiu Dong, and Rong Li, John Wiley & Sons, Inc (2010).

2010 "Revenue Management with Incomplete Demand Information." With Araman, V., in *Encyclopedia of Operations Research*, Wiley (2010).

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** N/A

**Pamela Calla, Clinical Associate Professor, Latin American and Caribbean Studies**

**YR. OF APPOINTMENT:** 2012

**EDUCATION:** PhD 1996, MA 1985, Anthropology, U Arizona, Tucson; BA 1982 Anthropology, Temple U.

**NUMBER OF ADVISEES:** 7

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Cultural and Educational policies, state formation, women's movements, racisms and anti-racisms, intersections of gender, ethnicity and class in Latin America. Calla is co-Coordinator with Charles Hale of the Network of Observatories on Racism in the Americas/Red de Accion-Investigacion Antiracista (August 2011–Present); she is former President of the Universidad de la Cordillera, La Paz, Bolivia (2006–2009).

**FIELD RESEARCH EXPERIENCE:** Nicaragua, Cuba, Bolivia

**AREA STUDIES COURSES:** LATC-GA 2001 Intro to Latin American & Caribbean Studies, Hemispheric & Postcolonial Perspectives; FRSEM-UA 493 Women in Social Movements in Latin America; LATC-GA 3050: Internship Seminar; LATC-GA 2590 Contemporary Racisms in America; LATC-GA 1020: Critical Approaches to Bilingual and Intercultural Education; LATC-GA 2304 Democracy, Culture, and Power in Latin American Education

**RECENT PUBLICATIONS:**

2013 "Between Democracy and Masculinized Party Politics: Women in States and Social Movements in Latin America." Under review at LACES Journal (Latin American & Caribbean Ethnic Studies).

2012 "Luchas legales y política de las calles en torno al racismo: Decentrando la patrarcalidad del Estado Plurinacional de Bolivia" En *Hacia un Futuro Indígena en Mesoamérica y los Andes: Género, Complementariedades y Exclusiones*. A. Hernandez and A. Canessa, eds. Ecuador: Ediciones Universitarias Abya-Yala/IWGIA, 2012

2011 "Reform and Revolution in South America: A Forum on Bolivia and Venezuela," *Dialectical Anthropology* (September 15, 2011) Pamela Calla and Steve Striffler, eds., and authors, Vol 35, No 3, DOI 10.1007 /10624-011-9239-5

"Introducción" *Observando el racismo. Racismo y regionalismo en el proceso autonómico: hacia una perspectiva de clase* (Introduction to Observing racism. Racism and regionalism in the autonomy process: towards a class perspective), *Agenda Defensorial* 13, Revista 2, Defensor del Pueblo and Universidad de la Cordillera. La Paz: Presencia.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

Presidential appointment : Member of the Committee on World Anthropology, American Anthropological Association (2012-2014) 2012 SSHRC Canada Grant Award: Co-investigator, with Cristina Rojas (Political Scientist, Carleton U, Canada), "Development, Indigenous Knowledge and the Construction of Gender Policy in Contemporary Bolivia"

**Angela Carreño, Social Science Bibliographer**, Head of Collection Development, Bobst Library, New York University

**YR. OF APPOINTMENT:** 1990

**EDUCATION:** MA Johns Hopkins U, 1983; MLS U of Texas at Austin, 1981; BA U of Florida Gainesville, 1979

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Dutch 5, Portuguese 3, Spanish 4

**RESEARCH/TEACHING SPECIALIZATION:** Caribbean history, Latin American bibliography

**FIELD RESEARCH EXPERIENCE:** Caribbean and Latin America, general.

Since 2007 she has intensified work on the NYU electronic book collection in close collaboration with NYU's branch campus library in Abu Dhabi and, more recently, in support of the Manhattan Research Libraries Initiative (MaRLI). Angela is a member of the Sage Library Advisory Board; the Wiley Customer Advisory Board, and the Brill Library Advisory Board.

**RECENT PUBLICATIONS:**

2004: Seminar on the Acquisition of Latin American Library Materials. Meeting (49th: 2004: U of Michigan) Women in Latin American Studies: Reshaping the Boundaries. Papers of the Forty-Ninth Annual Meeting of the Seminar on the Acquisition of Latin American Library Material. Ann Arbor, Michigan, June 5-8, 2004/ Angela M. Carreño, editor. New Orleans : SALALM Secretariat, The Latin American Library, Tulane U, 2007

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** Winner of the 2013 Coutts Award for Innovation in Electronic Resources Management from the Association for Library Collections & Technical Services (ALCTS) Collection Management Section (CMS)

**Alma Carten, Associate Professor, School of Social Work**

**YR. OF APPOINTMENT:** 1979

**EDUCATION:** DSW, Hunter College CUNY, 1986; MSW, Atlanta U, 1964; BA, Ohio U, 1962

**NUMBER OF ADVISEES:** 0

**FOREIGN LANGUAGE COMPETENCE:** Spanish 2, French 2

**RESEARCH/TEACHING SPECIALIZATION:** Child welfare and the delivery of culturally competent services to children and families. In particular, she has conducted extensive research studying the Caribbean and African immigrant communities in the New York metropolitan area.

**FIELD RESEARCH EXPERIENCE:** Caribbean, Central America, Mexico, West Africa

**AREA STUDIES COURSES:** S.29 2007: Child Welfare Practice with Immigrant Families; MSWPF-

GS2003: Social Welfare Programs and Policies; PHDSW-G53059: Policy Analysis & Social Practice

**RECENT PUBLICATIONS:**

Forthcoming: *Reflection on the American Social Welfare State: The Collected Papers of James R. Dumpson 1930-1997*. NASW Press

2011 Carten, A. J. (2011) African Americans, Racism and Community Mental Health. In *Community Mental Health: Challenges for the 21st Century*. Rosenberg, J. & Rosenberg S (Eds). Routledge Press; New York., 2nd edition.

2010 Carten, A. & Finch, J. An Empirically based Field Education Model: Preparing Students for Culturally Competent Practice with New Immigrants. *Journal of Public Child Welfare*, Special Issue: Child Welfare Practice with Immigrant Children and Families. Vol. 4. #3. July-September 2010, pp. 365-385.

Selected Presentations:

2011 Nassau County Department of Social Services, March 2011, "Rethinking Policies to Reduce Minority Representation and Promote Culturally Competent Practice"

2010 Columbia Presbyterian Hospital, Grand Rounds, Culturally Competent Practice in Health

Care Settings March, 2010

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** N/A

**Jorge Castañeda, Global Distinguished Professor, Politics and Center for Latin American and Caribbean Studies**

**YR. OF APPOINTMENT:** 1995

**EDUCATION:** PhD, Université de Paris, 1978; MA, Université de Paris; M.A, Ecole Pratique de Hautes Etudes, 1975; BA, Université de Paris; B.A, Princeton, 1973

**NUMBER OF ADVISEES:** 1

**FOREIGN LANGUAGE COMPETENCE:** French 5, Portuguese 4, Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Latin American politics; comparative politics; U.S.-Latin American relations. Jorge G. Castañeda was Mexico's Secretary of Foreign Affairs from 2000–2003, after joining with his ideological opponent, President Vicente Fox, to create the country's first democratic government.

**FIELD RESEARCH EXPERIENCE:** Central America, S. America, Mexico

**AREA STUDIES COURSES:** LATC-GA 2145: Seminar US-Latin American Relations, WWII to the Present; POL-UA 595: Comparative Field Seminar; FRSEM-UA 306: Latin America at Start of 21st Century; G10 2145: Seminar in US-Latin American Relations

**RECENT PUBLICATIONS:**

Books:

2011 *Mañana Forever? Mexico and the Mexicans*, Alfred Knopf, New York, 2011.

2010 *Regreso al Futuro*, with Héctor Aguilar Camín, Punto de Lectura, Mexico City, 2010.

2009 *Un Futuro para México* (with Héctor Aguilar Camín), Punto de Lectura, Mexico City, 2009.

Articles:

2014 "NAFTAs Mixed Record". *Foreign Affairs*. 93 (1).

2013 "We Can't Fix Immigration Without Mexico," with Suro, Roberto," in *The Washington Post*.

2011 "What Latin America Can Teach Us". *New York Times*.

2010 "What's Spanish for quagmire? Five myths that caused the failed war next door.(MEXICO'S FAILED WAR)". *Foreign Policy*. (177).

2009 "The right deal on Cuba; the U.S. should end the embargo. Latin America should press on human rights.(Viewpoint essay)". *The Wall Street Journal Eastern Edition*.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Tirso Cleves, Senior Language Lecturer, Spanish and Portuguese**

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** PhD 2001, MA 1994, Hispanic Language and Literatures, Boston U; Ed.M. (English as a Second Language) 1992, Boston U.

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, French 3

**LANGUAGE PEDAGOGY CERTIFICATION:** 1992 Ed.M. English as a Second Language: Jan. 1992

**RESEARCH/TEACHING SPECIALIZATION:** Foreign Language Methodology, The Short Story

**FIELD RESEARCH EXPERIENCE:** Spain

**LANGUAGE COURSES:** SPAN-UA 2 Spanish for Beginners Level II; SPAN-UA 3 Intermediate Spanish I, SPAN-UA 100 Advanced Grammar and Composition, SPAN-UA101: Advanced Spanish Conversation

**RECENT PUBLICATIONS:** N/A

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Youssef Cohen, Associate Professor, Politics**

**YR. OF APPOINTMENT:** 1988

**EDUCATION:** PhD, U of Michigan, 1979; MA, U of Michigan, 1974; BA, Escola de Administração de Empresas, Fundação Getúlio Vargas, 1973

**NUMBER OF ADVISEES:** 2

**FOREIGN LANGUAGE COMPETENCE:** French 3, Portuguese 5, Spanish 2

**RESEARCH/TEACHING SPECIALIZATION:** methodology; comparative politics; Latin American Politics

**FIELD RESEARCH EXPERIENCE:** Brazil: Instituto Universitário de Pesquisas do Rio de Janeiro.

**AREA STUDIES COURSES:** POL-GA1120: Intro to Quantitative Political Analysis I, POL-GA 2127 Intro to Quantitative Political Analysis II

**PUBLICATIONS:**

1994 *Radicals, Reformers, and Reactionaries: The Prisoner's Dilemma and the Collapse of Democracy in Latin America*. U of Chicago Press, 1994.

1991 "The Heresthetics of Coupmaking," *Comparative Political Studies*, 1991.

1989 *The Manipulation of Consent: The State and Working-Class Consciousness in Brazil*. Pittsburgh: U of Pittsburgh Press, 1989.

1987 "Democracy from Above: The Political Origins of Military Dictatorship in Brazil," In *World Politics* (October, 1987).

1984 *Birth, Deaths and Taxes: The Demographic and Political Transitions*. with A.F.K. Organski, J. Kugler and T. Johnson. Chicago: U of Chicago Press, 1984.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:** N/A

**Amalia Cordova, Assistant Director, Center for Latin American and Caribbean Studies; Adjunct Instructor, Gallatin School of Individualized Study, NYU; Adjunct Instructor, Office Special Programs, Tisch School of the Arts, NYU.**

**YR. OF APPOINTMENT:** 2012 (CLACS); 2011 (Gallatin); 2008 (Tisch)

**EDUCATION:** MA in Performance Studies, NYU

**NUMBER OF ADVISEES:** 2

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Portuguese 4, French 2

**FOREIGN LANGUAGE CERTIFICATION AND TRAINING:**

Intermediate Brazilian Portuguese (CUNY)

**RESEARCH/TEACHING SPECIALIZATION:** Indigenous media and politics; Latin American cinema; documentary studies; museum and curatorial studies; performance and post-colonial theory; Afro-Brazilian movement arts.

**AREA STUDIES COURSES:** Indigenous Cinemas of the Americas: Performing Self Representation Through Media

**FIELD RESEARCH EXPERIENCE:** Chile, Colombia, Bolivia, Brazil, Mexico.

**RECENT PUBLICATIONS:**

2014 "Re-enact, Reimagine: Performative Indigenous Documentaries of Bolivia and Brazil" in *New Documentaries in Latin America*, Vinicius Navarro and Juan Carlos Rodrigues, Eds., Palgrave Macmillan.

2012 "Aftereffects: Mapping the Experimental Ethnography of Juan Downey in The Invisible Architect" *The Brooklyn Rail*, June 2012.

2012 "Indigenous Screen Cultures in Canada" Book review for *Labour/Le Travail*, Sept. 2012.

2012 "Towards an Indigenous Film Festival Circuit," *Film Festival Yearbook 4: Festivals and Activism*, Dina Iordanova and Leshu Torchin, Eds., St. Andrew's U, UK, 2012.

2011 "Estéticas enraizadas: medios de comunicación indígenas en América Latina," *Revista Comunicación y Medios No. 24: Estudios de cine en América Latina*, Carolina Larraín and Hans Stange Marcus, Eds., Film Institute of the U of Chile.

2010 "Visual Power: Film and Media in Latin America" *American Indian Magazine*, with Elizabeth Weatherford, National Museum of the American Indian, Spring 2010.

**PERCENTAGE OF TIME:** 100%

**RECENT AWARDS:** N/A

**Juan E. Corradi, Professor, Sociology**

**YR. OF APPOINTMENT:** 1974

**EDUCATION:** PhD, Brandeis U, 1974; MA, Brandeis U, 1967; BA, Brandeis U, 1965

**NUMBER OF ADVISEES:** 2

**FOREIGN LANGUAGE COMPETENCE:**

French 5, Italian 5, German 3, Greek 2, Portuguese 4, Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Comparative modern societies; sociology of culture, sustainable development in Latin America, sociological theory, the sociology of fear

**FIELD RESEARCH EXPERIENCE:** Argentina, Canada, France, Italy, Nicaragua

**Area Studies Courses:** SOC-UA111 Sociological Theory SOC-UA 970 Sociology and The World Crisis;

SOC-UA 472: The Sociology of Conflict and War, SOC-UA 3 Introduction to Sociology: Great Books

**RECENT PUBLICATIONS:**

2010 *Ideology and social change in Latin America*, with June C. Nash, and Hobart Spalding. London: Routledge.

2010 *Latin America in the World of Late Capitalism: the Challenge of Inclusion*. London: Anthem.

2010 *South of the Crisis: A Latin American Perspective on the Late Capitalist World*. London: Anthem Press.

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:** N/A

**Marie Cruz Soto, Assistant Professor/Faculty Fellow, Gallatin**

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** PhD, U of MI (History), 2008; MA, U of MI 2002, 1967; BA, U of Puerto Rico, 2000

**NUMBER OF ADVISEES:** 0

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Portuguese 2, French 2, Italian 2

**RESEARCH/TEACHING SPECIALIZATION:** Cultural history of the peoples of the Caribbean, Latin America, and the United States; issues of identity negotiations, (post)memory and other historical narrations, nationalism, community formations, transnational networks, gender, race, and imperialism.

**FIELD RESEARCH EXPERIENCE:** Puerto Rico

**AREA STUDIES COURSES:** FIRST-UG69 Boundaries and Transgressions; IDSEM-UG1523 Feminism, Empire and Postcoloniality; DSEM-UG1631 Narrating the Americas: History and Film; IDSEM-

UG1631: The U.S. Empire and the Americas; IDSEM-UG1631: Narrating Memory, History, and Place

**RECENT PUBLICATIONS:**

Forthcoming: Currently working on "Unidad IV: Siglo XIX" and "Unidad V: Nuevo Siglo, nuevo régimen, 1898-1940." *Historia de Puerto Rico*. San Juan: Grupo Editorial Norma.

2009 "Unidad 2: El período colonial: 1607-1765." *Estados Unidos de América*. San Juan: Grupo Editorial Norma. 2009.

2008 "Inhabiting Isla Nena: Imperial Dramas, Gendered Geographical Imaginings and Vieques, Puerto Rico." *Centro: Journal of the Center for Puerto Rican Studies* 20:1 (Spring 2008): 164-191.

2006 "The Killing of Mapepe: Performing Postmemory in Late 20th Century Vieques, Puerto Rico." *Journal of Iberian and Latin American Studies* 12:1 (July 2006): 1-22.

2006 "And the San Juan River Runs Through Them: Disputing Water and Identity in the Nicaraguan-Costa Rican Frontier." *Journal of the International Institute* 13:2 (Winter 2006): 1-2.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

2008-2010 NYU Postdoctoral and Transition Program for Academic Diversity Fellowship, Council of School Deans and Provost Office, New York U

Honorable Mention List, Ford Foundation Diversity Fellowships Doctoral Program, 2007

**Enrique Del Risco, Language Lecturer, Spanish and Portuguese**

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** PhD NYU 2005, BA U of Havana 1990.

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Portuguese 3, French 3

**RESEARCH/TEACHING SPECIALIZATION:** Cuban Culture and Literature; Nation and National

Mythologies; Cultural Exiles. Spanish Language, Creative Writing

**FIELD RESEARCH EXPERIENCE:** Cuba

**LANGUAGE STUDIES COURSES:** SPAN-UA 3 and 4 Intermediate Spanish I and II; SPAN-UA 200

Critical Approaches to Text & Cultural Analysis, SPAN-UA 125 Creative Writing in Spanish; SPAN-UA

325 Advanced Fiction & Non-Fiction Workshop in Spanish

**RECENT PUBLICATIONS:**

—Regular contributor to *Diario de Cuba*, *Penúltimos Días*, *Islas*, *Voces*, *Identidades* and other digital publications from Cuba or related to Cuban civil society.

2013 *Náufrago* by Garrincha. Cognitio Editors, Key Biscaine, FL, 2013 (Foreword)

*La manigua sentimental* by Jesús Castellanos. Editorial Linkgua (Edition and foreword)

*Crudos* by Alen Lauzan. Editorial Linkgua (Foreword)

2012 *Siempre nos quedará Madrid*. New York: Sudaquia Editores, 2012, 387 p.

2013 "La obligación de ver la realidad más allá de las convenciones, la conveniencia o los rencores". (Interview with Juan Carlos Romero Mestre). *Otro Lunes. Revista Hispanoamericana de Cultura*. No. 30, Year 7, December, 2013.

2012 "Virgilio Piñera y el totalitarismo como dificultad y representación", *Ollantay*. Theater Magazine, NY, 2012.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

Finalist of the Cintas Foundation Fellowship for Creative Writing, 2011 for the project "Cuban Trilogy of the Hudson," V Premio Iberoamericano "Cortes de Cádiz" for Short Stories Collection "¿Qué pensarán de nosotros en Japón?", Cádiz, 2008.

**J. Michael Dash, Director, Africana Studies, Professor, Francophone Literature**

**YR. OF APPOINTMENT:** 1999

**EDUCATION:** PhD, U of West Indies, 1973; B.A, U of the West Indies, 1969

**NUMBER OF ADVISEES:** 4

**FOREIGN LANGUAGE COMPETENCE:** French 5, Spanish 3

**RESEARCH/TEACHING SPECIALIZATION:** French Caribbean literature, Comparative Caribbean

Literature; Postcolonial literary theory

**FIELD RESEARCH EXPERIENCE:** French Caribbean & Haiti

**AREA STUDIES COURSES:** AFRS-GA2556: Engagement Exile Errancy: Narrative After US Occupancy;

FREN-GA 1992: Topics in Caribbean Literature; LATC-GA1020: The Social Dynamics of Citizenship

in Latin America & the Caribbean; LATC-GA2645: Resisting Resistance: Writing Nation and Diaspora

in the Caribbean; AFRS-GA2652: Haiti in the Caribbean Context; V18. 721: Autobiography in French

Caribbean Novels; V18.721: Haiti Culture Society and Politics

**RECENT PUBLICATIONS:**

2013 "Neither Magical nor Exceptional: The Idea of the Ordinary in Caribbean Studies". *Journal of Haitian Studies*. 19 (2): 24-32.

2013 "True "dechoukaj": uprooting "Bovarysme" in post-Duvalier Haiti". *Politics and Power in Haiti*. 27-42.

2012 "Trading Places: Colonization and Slavery in Eighteenth-Century French Culture". *Slavery & Abolition*. 33 (3).

2011 "Edouard Glissant: the poetics of risk". *Small Axe: a Journal of Criticism*. (36): 102-107.

2010 "Rising from the ruins: Haiti in two hundred years". *Haiti Rising : Haitian History, Culture and the Earthquake of 2010*. 63-69.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Arlene Dávila, Associate Professor, American Studies and Anthropology**

**YR. OF APPOINTMENT:** 2000

**EDUCATION:** PhD, The Graduate Center, CUNY, 1996; MA, New York U, 1990; BA Tufts U, 1987

**NUMBER OF ADVISEES:** 3

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Cultural politics, consumption, media, politics of representation (media, museums, etc.), Latinos, urban policy and urban studies

**AREA STUDIES COURSES:** SCA-UA 540: The Latinized City: Latinas & Latinos in NYC; SCA-UA 232: Ethnicity & the Media; SCA-UA 20: Strategies for Social & Cultural Analysis; SCA-UA 759: Urban Anthropology; V55. 515: Word Cultures: Latin America; G13. 2316: Race & Nation in the Americas; G13.3394: Topical Seminar on Culture Consumption

**FIELD RESEARCH EXPERIENCE:** Puerto Rico, New York

**AREA STUDIES COURSES:** SCA-UA 540: The Latinized City: Latinas & Latinos in NYC; SCA-UA 232: Ethnicity & the Media; SCA-UA 20: Strategies for Social & Cultural Analysis; SCA-UA 759: Urban Anthropology; V55. 515: Word Cultures: Latin America; SCA-GA 2316: Race & Nation in the Americas; SCA-GA 2316: Topical Seminar on Culture Consumption

**RECENT PUBLICATIONS:**

2014 "On Latin@s and the Immigration Debate". With Leith Mullings, Renato Rosaldo, et al. in *American Anthropologist*. 116 (1): 146-159.

2012 "To stop tip-toeing around race: what Arizona's battle against ethnic studies can teach academics," in *Identities*. 19 (4).

2012 "The Tourism Encounter: Fashioning Latin American Nations and Histories". *Americas* (00031615). 68 (4).

2012 *Culture Works: Space, Value and Mobility Across the Neoliberal Americas*. NYU Press.

2011 "Should We Have a National Latino Museum? A Fix for Ignorance and Exclusion." New York Times Room for Debate. April 27th 2011.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Maria de Lourdes Dávila, Clinical Associate Professor, Associate Dir. of Undergraduate Studies; Coordinator of Critical Approaches**

**YR. OF APPOINTMENT:** 2001

**EDUCATION:** PhD, 1994, Harvard U; BA Harvard U.

**NUMBER OF ADVISEES:** 11

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Italian 3, French 3, German 2.

**RESEARCH/TEACHING SPECIALIZATION:** 19th and 20th Century Latin American Literature; focus on Southern Cone, Puerto Rican Literature, Latino Studies, Literary Criticism Interdisciplinary Studies (photography and performance art-movement)

**AREA STUDIES COURSES:** SPAN-UA 200: Critical Approaches to Text & Cultural Analysis (in Spanish); SPAN-UA 440 Verlo, Leerlo. Fotografía y Discurso en América Latina (in Spanish), SPAN-UA 950 Tpcs: Gestos, Movimiento y Literatura (in Spanish); FRSEM-UA 486: Photography & Writing in Latin America; SPAN-UA 441: Secret Weapons: Reading Julio Cortazar

**FIELD RESEARCH EXPERIENCE:** Mexico, Puerto Rico

**RECENT PUBLICATIONS:**

Forthcoming: Work In Progress: See It. Read it. Photography and Discourse in Latin America.

Forthcoming: Renewal of Urban Centers. Book translation (into English), Commissioned by the Puerto Rican government. Forthcoming.

2012 La variable Bellatin, co-editor of publication with professor Julio Ortega, Brown U on Mario Bellatin. Veracruz: Universidad Veracruzana, 2012.

2014 "Verlo. Leerlo. Eduardo Lalo frente a la escritura fotográfica latinoamericana", Iberoamericana, Ana María Amar Sánchez, directora. Spring, 2014

2011 "Identidad y espacios en movimiento": bailarines y coreógrafos hispanos en Nueva York. La nueva literatura hispánica, No. 15, Ignacio Rodeño, editor. Valladolid: 2011.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Ana María Dopico, Associate Professor, Spanish and Portuguese, & Comparative Lit.; Incoming Director, King Juan Carlos Center**

**YR. OF APPOINTMENT:** 1998

**EDUCATION:** PhD, 1998; MA 1988, M.Phil. 1993, Columbia U

**NUMBER OF ADVISEES:** 20

**FOREIGN LANGUAGE COMPETENCE:** French 5, Spanish 5, Italian 3, Portuguese 2

**RESEARCH/TEACHING SPECIALIZATION:** Comparative studies of the Americas, Hemispheric North-South studies/politics of the global South, Cuban Studies and comparative Caribbean studies; visual culture and national history; nationhood and imperialism, public intellectuals and cultural genealogies, psychoanalysis, modernity and social mythologies; Latin American and Latino cold wars; U.S. Latino cultures and diasporas; Latino Literature and Immigration Narratives

**AREA STUDIES COURSES:** COLIT-GA 2610: Special Topics in Theory, COLIT-UA190: Topics in 20th Century Literature; SPAN-UA 650: Modern Hispanic Cities, SPAN-GA 2968 Reading the Global South: Uneven Development, Critical Geography, and Anti-Imperial Thinking;

**FIELD RESEARCH EXPERIENCE:** Cuba

**RECENT PUBLICATIONS:**

Forthcoming: *Houses Divided: Genealogical Imaginaries and Political Visions in the Americas* (forth. Duke UP)

Forthcoming: Work-in-progress, *Cubanologies: Altered States in Cuban Cultural History*

2009 "(Theorizing the) Americas". *Social Text*. 27:3, 2009.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:** N/A

**Georgina Dopico-Black, Professor and Chair, Spanish and Portuguese**

**YR. OF APPOINTMENT:** 2000

**EDUCATION:** PhD, M.Phil, MA, 1988-1995 Yale U; AB, Harvard U

**NUMBER OF ADVISEES:** 7

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, French 4, Portuguese 3, Italian 3, Latin 3

**RESEARCH/TEACHING SPECIALIZATION:** Early Modern Spanish Literature

**FIELD RESEARCH EXPERIENCE:** Spain and Colonial Latin America

**AREA STUDIES COURSES:** SPAN-UA995: Senior Honors Seminar (Honors Advisor to LACS undergraduates); SPAN-GA 3545: Doctoral Seminar; SPAN-GA 2975: Humanism's Others: Bare Life in Early Modern Spain & America; SPAN-GA 2965: Bodies, Visions, and Desire; SPAN-UA 371: Cervantes & Don Quijote; AHSEM-UA 173: The Spanish Inquisition

**RECENT PUBLICATIONS:**

2011 "Sueños de la nación" in IV Centenario Covarrubias, Real Academia Conquense de Artes y Letras. José Luis Calero López de Ayala, editor. *Cuenca: RACAL*.

2011 "Pierre Menard, traductor del Quijote or Echo's Echoes" *Cervantes* 31.1 (Spring 2011): 27-49.

2010 "The Ban and the Bull: Animal Studies, Cultural Studies and Spain" *Journal of Spanish Cultural Studies* 11.3-4 (2010): 235-249.

2010 "Cultural / Political Reflection: JSCS @ 10" *Journal of Spanish Cultural Studies* 11.3-4 (2010): 219-222.

2010 "Anatomies of a Saint: The Ecstatic Body of Teresa de Avila" in *A Companion to Spanish Women Studies*. Geraldine Coates and Xon de Ros, eds. London: Tamesis, 2010

2009 *USA Cervantes: 39 Cervantistas en Estados Unidos*. (Co-editor with Francisco Layna). Madrid: CSIC / Polifemo, 2009. 1220 pages.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:** N/A



**Fabienne Doucet, Assistant Professor, Teaching and Learning**

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** PhD 2000, MS 1998 U of North Carolina; BA 1995 Messiah College

**NUMBER OF ADVISEES:** 1

**FOREIGN LANGUAGE COMPETENCE:** French 5, Haitian Creole 5, Spanish 3

**RESEARCH/TEACHING SPECIALIZATION:** Education and socialization in Haiti; immigrant and black children's educational experiences; Haitian immigrants; Immigrant and culturally diverse families

**FIELD RESEARCH EXPERIENCE:** Haiti, Caribbean, Central America, S. America, Mexico

**AREA STUDIES COURSES:** TCHL-GE2012: Multicultural Perspectives in Social Studies Early Childhood; TCHL-GE 2515: Adolescent Learners in Urban Contexts

**RECENT PUBLICATIONS:**

2012 "Beyond Black: Diversity Among Black Immigrant Students in New York City Public Schools." With A. E., & Debraggio, E. In R. Capps & M. Fix (Eds.), *Young children of Black immigrants in America* (pp. 299-331). Washington, DC: Migration Policy Institute (2012).

2012 "Who decides? Defining the promises and perils of autonomy, engagement, and institutional change in Haiti post-quake". Dublin, J. A: *Journal of Haitian Studies* 18 (1) 4-11.

2012 Arrested development: How lack of will cripples Educational reform in Haiti. *Journal of Haitian Studies*, (2012) 18(1), 118-148.

2011 Rebuilding a country, cultivating local capacity: Interview with Fabienne Doucet and Louis Herns Marcelin. With Marcelin, L. H. *Harvard Educational Review*, 81(2), 267-277.

2011 *Communication behaviors amongst persons of Haitian ancestry and public health preparedness* with Marc, L. G., Guillaume, M., Alexander, E., et al., (CDC Pilot Award, Grant #1P01TP000307-01). Boston, MA: Harvard School of Public Health.

2011 "The Reproduction of Color and Class in Haitian Bilingual Classrooms." In R. O. Jackson (Ed.), *Geographies of the Haitian Diaspora* (pp. 229-246). New York, UK: Routledge.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

2012: Nia Faculty Award, New York U Center for Multicultural Education, Division of Students Affairs

**Miriam Eisenstein Ebsworth, Associate Professor, English Education; Director, Programs in Multilingual, Multicultural Studies**

**YR. OF APPOINTMENT:** 1979

**EDUCATION:** PhD, Graduate Center, CUNY, 1979; MA, Columbia U, 1971; BA, Brooklyn College, 1974

**NUMBER OF ADVISEES:** 2

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, French 4, Hebrew 4, Yiddish 3

**RESEARCH/TEACHING SPECIALIZATION:** Second language acquisition, language variation, interlanguage pragmatics, cross-cultural communication, second language grammar development,

**FIELD RESEARCH EXPERIENCE:** Caribbean

**AREA STUDIES COURSES:** LANED-GE 2206: Second Language: Theory and Research, LANED-GE 3005: Seminar: Billing Ed and TESOL; LANED-GE 3006: Doct Sem Multilingual & Multicultural Studies

**RECENT PUBLICATIONS:**

2011 "Language variation from a bilingual perspective," *Perspectives*. 34:1, 17-20.

2011 "U.S. mainland-born and non-mainland-born children referred for special education." With Gottlieb, J., Gottlieb, B., Goldstein, M. and Bennett, in *Journal of Multilingual Education Research*, 2, 37-55.

2011 "Teaching and Learning English in Puerto Rico: An approach-avoidance conflict?" with Ebsworth, T. In Fishman, J. and Garcia, O. (Eds) . (pp. 96-112). *Language Handbook, Volume II: The Language Continuum* . New York: Oxford U Press.

2011 "Obama on Education — A-Plus Values, F-Minus Policies" with Vaidhyanathan, V. in *Huffington Post*. January 12, 2011.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:** 2012: Outstanding Teacher of the Year, New York State TESOL, 2011: NABE Award for Work on Research SIG 2010-2011

**Jabier Elorrieta, Clinical Associate Professor, Department of Spanish and Portuguese, Director of Language Programs for Spanish, Portuguese and Quechua, NYU Madrid Summer Program Director.**

**YR. OF APPOINTMENT:** 2012

**EDUCATION:** PhD 1996 MA 1990 Linguistics, UT Austin Linguistics, 1996. Licenciado BA in Basque Language and Philology, 1990. Licenciado BA with Honors, in English Language and Literature, 1987. 1982-87, 1990: Universidad de Deusto (Bilbao, Spain)

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:**

Spanish 5, Basque 5, Portuguese 4, German 2, French 2, Italian 1

**LANGUAGE PEDAGOGY TRAINING:** 2007: Oral Proficiency Interview (OPI) Assessment Workshop, ACTFL, San Antonio, TX; 2008: OPI Assessment Refreshment Workshop, ACTFL, Orlando, FL.

**RESEARCH/TEACHING SPECIALIZATION:** Linguistics: Second Language Acquisition, Foreign Language Teaching Methodology, Phonology, Morphology, Syntax, Sociolinguistics, History of the Language.

**AREA STUDIES COURSES:** SPAN GA 1120 Foreign Language Teaching Methodology (graduate); SPAN UA 3 Intermediate Spanish I; SPAN UA 100 Advanced Grammar and Composition

**RECENT PUBLICATIONS:**

2012 Mecedades de Rodrigo. In collaboration with Matthew Bailey, Eric Eubank and Michael Heidenreich. Oral rendering, linguistic consultant. (Web Publication)

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** Invited to become member of SAT Spanish Subject Test Committee, by College Board, effective July 2014

**Diamela Eltit, Distinguished Global Professor, Creative Writing in Spanish**

**YR. OF APPOINTMENT:** 2010

**EDUCATION:**

**NUMBER OF ADVISEES:** 14

**FOREIGN LANGUAGE COMPETENCE:** Spanish

**RESEARCH/TEACHING SPECIALIZATION:**

Avant-garde Chilean writer who was co-founder of and a performance artist in the radical underground group Art Actions Collective (CADA) in the late Seventies and early Eighties. She published the first of her experimental novels ("Lumpérica") in 1983, was awarded a Guggenheim Fellowship in 1985 and worked as Chilean cultural attaché to Mexico (1990-1994). She lived in an asylum for a time while researching the collaboration with photographer Paz Errázuriz, "El infarto del alma" (1994). Her interdisciplinary endeavours continue to deal with complex issues of femininity, marginality and corporeality in Chilean society.

**FIELD RESEARCH EXPERIENCE:** Chile

**RECENT PUBLICATIONS:**

2013: Fuerzas Especiales, Santiago, Chile: Editorial Planeta Chilena, 2013.

2010: Impuesto a La Carne, Buenos Aires: Eterna Cadencia, 2010.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Ignacio Esponda, Assistant Professor, Economics**

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** PhD, Stanford U, 2006; MA, Universidad de San Andrés, Argentina, 1999; BA, Universidad de San Andrés, Argentina, 1998

**NUMBER OF ADVISEES:** 2

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Microeconomic Theory, Game Theory, Industrial Organization

**AREA STUDIES COURSES:** COR1-GB 1303 FIRMS & MARKETS, ECON-GA 3001 Topics in Economics: Microeconomic Theory

**FIELD RESEARCH EXPERIENCE:** Argentina

**RECENT PUBLICATIONS:**

Forthcoming: "Hypothetical Thinking and Information Extraction in the Laboratory," with Emanuel Vespa, forthcoming *American Economic Journal: Microeconomics*.

2013 "Rationalizable Conjectural Equilibrium: A Framework for Robust Predictions," *Theoretical Economics*, 8:2, May 2013.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:**

Excellence in Refereeing Award, *American Economic Review*, 2009, 2010, 2011, 2012

Premio Consagración 2009, Academia Nacional de Ciencias Económicas (Argentina), for "Behavioral Equilibrium in Economies with Adverse Selection." [best published paper, Argentine economist under 40 years old]

**James D. Fernández, Associate Professor, Spanish & Portuguese, Interim Director NYU Madrid**

**YR. OF APPOINTMENT:** 1995

**EDUCATION:** PhD, Princeton U, 1988; BA, Dartmouth College, 1983

**NUMBER OF ADVISEES:** 3

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Literature, history, and culture of modern Spain; autobiography; cultural relations between Spain and Latin America; visions of Spain

**FIELD RESEARCH EXPERIENCE:** Iberian Peninsula, Mexico, Caribbean, Central America, South America

**AREA STUDIES COURSES:** SPAN-UA300 The Iberian Atlantic; SPAN-UGA 9106: Global Orientations: Spain Through its Language and Culture; COSEM-UA 119: Facing Fascism: Spanish Civil War & US; FRSEM-UA 525: Nueva York, New York

**RECENT PUBLICATIONS:**

2011 "Así que pasen diez años." Reprint of three chronicles originally published September, 2001.

Special 9/11 Supplement of the Spanish newspaper *El Comercio* (Gijón), September 11, 2011

2011 "Why Blue?" *Dartmouth Alumni Magazine*, June/July, 2011.

2011 "We Are All Spaniards" *Independent*, June 2011.

2010 "El ciudadano consumista" (*ABC*, March 23, 2010).

2010 "The Discovery of Spain in New York, circa 1930" *Nueva York: 1613–1945*, New York: NYHS/Scala, 2010, pp. 216–233. 2010 "Poets, Peasants, Painters, Professors and Performers in Nueva York." *When Spain Fascinated America*, Madrid: Fundación Zuloaga, 2010, pp. 47–60.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:**

**Raquel Fernández, Professor, Economics**

*YR. OF APPOINTMENT:* 1995

*EDUCATION:* PhD, Columbia U, 1987; BA, Princeton U, 1981

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* French 4, Italian 2, Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* International economics, *EDUCATION* and income distribution, political economy

*FIELD RESEARCH EXPERIENCE:* Latin America general. Amsterdam, Belgium, Great Britain, Spain

*AREA STUDIES COURSES:* ECON-GA 3501: Seminar in International Economics, ECON-GA 3501

Workshop in International Economics; ECON-UA 370: Topics: Growth and Development

*RECENT PUBLICATIONS:*

Forthcoming: "Cultural Change as Learning: The evolution of female labor force participation over a century," *American Economic Review*, forthcoming.

2011 "Broad versus Narrow: Research Agendas and Economists," *CSWEP Newsletter* Winter 2011, AEA "Culture in Economics and the Culture of Economics: Raquel Fernández in Conversation with

2011 The Straddler," *The Straddler*, Fall 2011.

2011 "Does Culture Matter?" in, J. Benhabib, M. O. Jackson and A. Bisin, editors, *Handbook of Social Economics*, Vol. 1A, North-Holland, 2011

2011 "Culture: An Empirical Investigation of Beliefs, Work, and Fertility" (with A. Fogli), *American Economic Journal: Macroeconomics*, 1(1), 146-177, 2009.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

NSF, Principal Investigator, "Women's Rights" 2009-2012., Russell Sage Foundation Grant:

"Inequality, Education and the Gender Gap Reversal," 2009-2011

**Ada Ferrer, Associate Professor, History, Former Director, Center for Latin American and Caribbean Studies, Director, Caribbean Initiative**

*YR. OF APPOINTMENT:* 1995

*EDUCATION:* PhD, U Michigan, Ann Arbor, 1995; M.A, U Texas, Austin 1988; BA, Vassar, 1984.

*NUMBER OF ADVISEES:* 31

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 2

*RESEARCH/TEACHING SPECIALIZATION:* Cuba, Haiti, Caribbean, Comparative Slavery, Revolution, Nationalism, Historical Methods.

*FIELD RESEARCH EXPERIENCE:* Cuba, Haiti. Research on LAC in archives in Spain, France, England

*AREA STUDIES COURSES:* HIST-GA 1800 Topics in Latin America, HIST-UA 755 Cuba: History & Revolution, LATC-GA 2590 Culture, Politics, and History in the Caribbean, HIST-GA 2800: The Latin American Empire and the New Left Critique; HIST-GA 1809: Slavery, Colonialism & Revolution in the History in Latin America

Caribbean; G10.2030: The Haitian Revolution & The Atlantic World; HIST-GA 2800: Society, Politics, and

*RECENT PUBLICATIONS:*

2012 "Haiti, Free Soil, and Antislavery in the Revolutionary Atlantic" *American Historical Review*, 117, 1 (February): 40-66.

2011 *Cuba insurgente: raza, nación y revolución, 1868-1898*. Havana: Editorial de Ciencias Sociales.

2010 *La guerre d'indépendance cubaine: Insurrection et émancipation à Cuba de 1868 à 1898*.

Translated by Thomas Van Ruymbeke. Paris: Les Perséides,). In the series "Le Monde Atlantique." (French edition of *Insurgent Cuba*).

2010 "El mundo cubano del azúcar frente a la revolución haitiana," in María González-Ripoll, et al., eds., *Francisco Arango y la invención de Cuba azucarera* (Madrid: Aguilafuente, 2010), pp. 105-16). Published in Portuguese as "A sociedade escravista cubana na época da Revolução Haitiana" in *Otras Ilhas* (Rio de Janeiro: Aeroplano, 2011).

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* John Hope Franklin Prize, Law and Society Association, 2013, Berkshire Article Prize, Berkshire Conference on Women's History, 2013, Paul Vanderwood Prize, Conference on Latin American History, 2013

**Sibylle Fischer, Associate Professor, Spanish and Portuguese, Latin American and Caribbean Studies**

YR. OF APPOINTMENT: 2004

EDUCATION: PhD, Columbia U, (Comparative Literature/Spanish and Portuguese), MA Freie Universität Berlin (Latin American Studies, Philosophy, German Literature)

NUMBER OF ADVISEES: 5

FOREIGN LANGUAGE COMPETENCE: Spanish 5, French 5, German 5, Latin 4, Portuguese 3, Greek 2, Maya-Quiche 2.

RESEARCH/TEACHING SPECIALIZATION: Caribbean and Latin American literatures and cultures; the Black Atlantic; the Haitian Revolution; 18<sup>th</sup> and 19<sup>th</sup> century political thought; human rights; Spanish American Independence

FIELD RESEARCH EXPERIENCE: Cuba, Dominican Republic, Haiti

AREA STUDIES COURSES: SPAN-UA 763 Literature & Revolution in Latin America, LATC-GA 3290 Society Politics, and History in the Caribbean, SPAN-UA 551 Culture and Politics in the Caribbean; SPAN-UA 550 Revolution in Latin American Film and Literature (in Spanish), SPAN-GA 2967 Estados de mestizaje: Histories of Color and Race in Latin America; AHSEM-UA 204: Making History: Culture and Politics in the Caribbean

**RECENT PUBLICATIONS:**

2013 "Bolívar in Haiti: Republicanism in the Revolutionary Atlantic." Forthcoming in *Haiti and the Atlantic World*, edited by Luis Duno-Gottberg and Rafael Dalleo. U of Mississippi P.

2010 "History and Catastrophe." A response to Susan Buck-Morss' *Hegel, Haiti, and Universal History*. Small Axe.

2013 "Haiti: Fantasies of Bare Life." *Small Axe*, June 2007. Reprint in *The Idea of Haiti*, ed. Millery Polyne. Forthcoming U of Minnesota P.

2004 *Modernity Disavowed: Haiti and the Cultures of Slavery in the Age of Revolution*. Duke U P.

PERCENTAGE OF TIME: 100

**RECENT AWARDS:**

For *Modernity Disavowed*: 2007 Sybil and Gordon Lewis Award of the Caribbean Studies Association (CSA) 2006 Bryce Wood Award (Latin American Studies Association for outstanding book in the Humanities and Social Sciences), 2005 Katherine Singer Kovacs Award (MLA) for Outstanding Book in Spanish and Latin American Literatures and Culture, 2005 Frantz Fanon Award for Outstanding Book in Caribbean Thought

**Juan Flores, Professor, Social and Cultural Analysis**

YR. OF APPOINTMENT: 2006

EDUCATION: PhD, Yale U, 1969; MA, Yale U, 1965; BA, Queens College, 1964

NUMBER OF ADVISEES: 0

FOREIGN LANGUAGE COMPETENCE: Spanish 5, German 4, French 3, Italian 2 and Portuguese 2

RESEARCH/TEACHING SPECIALIZATION: Social and cultural theory, Latino and Puerto Rican studies, popular music, theory of diaspora and transnational communities, Afro-Latino and Caribbean cultures.

FIELD RESEARCH EXPERIENCE: Caribbean, US Latinos

AREA STUDIES COURSES: SCA-UA545: Class Warfare; AFRS-GA2802: Afro-Latino Culture and History; AFRS-GA2645: Topics in Postcoloniality; MAP-UA 529: Contemporary Latino Cultures

**RECENT PUBLICATIONS:**

2010 With Román, Miriam Jiménez. *The Afro-Latin@ Reader: History and Culture in the United States*. Durham: Duke UP.

2009 With Juan Otero Garabís. *Bugalú Y Otros Guisos*. San Juan, P.R.: Ediciones Callejón,

2009 *The Diaspora Strikes Back: Caribeño Tales of Learning and Turning*. New York, NY: Routledge, 2009.

PERCENTAGE OF TIME: 50

**RECENT AWARDS:**

Casa de las Americas Prize (2009) for *Bugalú y otros guisos: ensayos sobre culturas Latinas en Estados Unidos* (2010).

**Pamela Fraser-Abder, Professor of Science Education, Director of Science Education, Steinhardt**

**YR. OF APPOINTMENT:** 1989

**EDUCATION:** PhD 1992 MEd 1982 science education/psychology

Pennsylvania State U, BSc 1972 Botany, Zoology and Chemistry U of the West Indies

**NUMBER OF ADVISEES:** 25

**FOREIGN LANGUAGE COMPETENCE:** Spanish 3

**RESEARCH/TEACHING SPECIALIZATION:**

Pamela Fraser-Abder developed the primary science curriculum for Trinidad and Tobago, while designing and implementing a model for science teacher education. Pamela is recognized both nationally and internationally for her expertise on the impact of gender and cultural issues on the teaching and learning of science. She served as a Consultant in Primary Science Teacher Education for UNESCO and the Commonwealth Secretariat conducting workshops in England, France, Latin America and the Caribbean. Dr. Fraser-Abder served as a gender expert consultant to the United Nations Gender Working group to formulate plans to stimulate action and research for a more equitable world through science and technology. As part of her contribution she co-authored a chapter that formed the basis of UN recommendations on the inclusion of women in Science and Technology. For the past decade she has worked with over 600 graduate students on issues of gender and culture in the urban science classroom in New York City. In 1985 she was a co-founder of the International Consortium for Research in Science/Mathematics Education, an organization that meets bi-annually in Latin American and Caribbean nations to share research and teaching strategies with local educators. Dr. Fraser-Abder has recently conducted a comprehensive assessment of the national Mexican Elementary and Secondary science and mathematics textbooks and curriculum for the Mexican Ministry of Education. This curriculum serves 32.3 million students and over 700,000 teachers.

**FIELD RESEARCH EXPERIENCE:** Caribbean, Central America, S. America, Mexico

**AREA STUDIES COURSES:** SCMTH-GE 2000 Cont. Issues in SCI Math Ed, Gen & Ethnicity, SCIED-GE 2010 Science Experiences in The Elementary School II, SCMTH-UE 1002 Teaching Science in Elementary School,

**RECENT PUBLICATIONS:** Fraser-Abder has written over 20 books, 50 chapters and articles. Her most recent is *Professional Development of Science Teachers: Local Insights with Lessons for the Global Community* published by Routledge.

**PERCENTAGE OF TIME:** 33

**RECENT AWARDS:**

Teacher Opportunity Corps (TOC), Provides professional development for in-service minority science teachers in New York City, Principal Investigator 2008-2011

**John J. Gershman, Clinical Associate Professor of Public Service, Deputy Director of NYU's Masters in Public Health Program, Robert F Wagner Graduate School of Public Service**

**YR. OF APPOINTMENT:** 2002

**EDUCATION:** MA 1988 U of California; BA 1987 Colgate U

**NUMBER OF ADVISEES:** 0

**FOREIGN LANGUAGE COMPETENCE:** Spanish 3, Portuguese 3

**FIELD RESEARCH EXPERIENCE:** Brazil, Guatemala

**RESEARCH/TEACHING SPECIALIZATION:** The politics of international financial institutions and multilateralism, the political economy of democracy and development, the strategies and responses of social movements and NGOs to globalization, and terrorism.

**AREA STUDIES COURSES:** PADM-GP2202: Politics of International Development; PADM-GP 2202: Politics of International Development; PADM-GP4224: US and the World; GPH-GU2610: Practicum in Global Health Leadership

**RECENT PUBLICATIONS:**

2011 Gershman, John and Jonathan Morduch. "Credit is Not a Right". Financial Access Initiative, 2011.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** N/A

**Melissa Fuster, Assistant Professor/Faculty Fellow, Steinhardt School of Education and Culture**

**YR. OF APPOINTMENT:** 2013

**EDUCATION:** PhD, 2013 Food Policy and Applied Nutrition, Tufts U; MS 2008 Tufts U; BA 2003, Florida International University

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Portuguese: 1

**RESEARCH/TEACHING SPECIALIZATION:** Food culture among Hispanic immigrant populations and the Spanish Caribbean, esp. El Salvador; Food security; International nutrition interventions and policies  
Sociopolitical contexts of expert nutrition and culinary knowledge in Cuba and Puerto Rico

**FIELD RESEARCH EXPERIENCE:** El Salvador, Panama, Cuba, Puerto Rico.

**AREA STUDIES COURSES:** FOOD-UE 71: Food Issues of Contemporary Society

**RECENT PUBLICATIONS:**

Forthcoming: "Puerto Rico and Cuba in the kitchen: Comparative analysis of iconic cookbooks (1950s-2000s)", in preparation for submission, Food, Culture and Society journal.

2013 "Household-level dietary quality indicator for countries in nutritional transitions: Application to vulnerable communities in El Salvador", with R.F. Houser, E. Messer, P. Palma de Fulladolsa, H. Deman, and O.I. Bermudez. In Public Health Nutrition Journal (Online, April 9, 2013)

2013 "Perceived access and actual intake of healthy diets among households in vulnerable Salvadorian communities," with R.F. Houser, E. Messer, P. Palma de Fulladolsa, H. Deman, and O.I. Bermudez in Journal of Nutrition Education and Behavior 19(13).

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** NYU Professional Development Fund award, 2013; NYU Provost Postdoctoral Fellowship for Academic Diversity, 2013-2015

**Gabriel Giorgi, Assistant Professor, Spanish and Portuguese**

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** PhD, New York U, 2002; Magister en Semiótica, Universidad Nacional de Córdoba, 1996; Licenciatura en Letras Modernas, Universidad Nacional de Córdoba, 1991

**NUMBER OF ADVISEES:** 0

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Portuguese 4, French 3, Italian 3

**RESEARCH/TEACHING SPECIALIZATION:** Literature from the Southern Cone; biopolitics; queer theory and gender studies; literature and philosophy; critical theory.

**FIELD RESEARCH EXPERIENCE:** Brazil, Argentina, Chile, Uruguay, Brazil, Colombia

**AREA STUDIES COURSES:** SPAN-GA 2978 Animalidad y política en la cultura latinoamericana, SPAN-UA 551 Politics of Resistance: Latin American Cultures in Neoliberal Times; SPAN-UA 305: Cultural History of Latin America

**RECENT PUBLICATIONS:**

2014 Formas comunes. Animalidad, cultura, biopolítica ( Editorial Eterna Cadencia, Argentina) [ Forms of the Common. Animality, Culture, Biopolitics]

2013 "La guerra por la ciudad. Copi y la rebelión animal", no-retornable, 14,

2013 "Precarious Selves. Neoliberalism and Subjectivity", Social Text, Summer 2013, 31

2013 "Lo que queda de una vida. Cadáver y comunidad", in Scardino, Rafaela, "Traços de um outro mapa. Literatura nas Americas", EDUFES, Vitoria, Universidade Federal do Santo Espirito

2012 "El animal comunista", e-misférica 10.1 hemisphericinstitute.org/hemi/es/e-misferica-101

2012 "El animal de adentro. Retóricas y políticas de lo viviente", Voz y Escritura. Revista de Estudios Literarios. Nº 20, 2012. Universidad de Los Andes, Mérida, Venezuela

2012 "La rebelión de los animales: zoopolíticas latinoamericanas" Aletria - Revista de Estudos de Literatura, no 3, sept-december 2012, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil

2012 "Lo que queda de una vida. Cadáver, comunidad, anonimia", Revista Diecisiete, Instituto de Estudios Críticos, México (forthcoming)

2011 "La vida impropia. Historias de mataderos", Boletín de Crítica y Teoría Literaria, Universidad Nacional de Rosario

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Gillian Gallagher, Assistant Professor, Linguistics**

**YR. OF APPOINTMENT:** 2011

**EDUCATION:** PhD 2010 Linguistics, Massachusetts Institute of Technology, BA 2005 UMASS Amherst

**NUMBER OF ADVISEES:** 8

**FOREIGN LANGUAGE COMPETENCE:** French 4, Spanish 4, Swedish 2, Bolivian Quechua 2

**RESEARCH/TEACHING SPECIALIZATION:** Phonology, phonetics, Bolivian Quechua

**FIELD RESEARCH EXPERIENCE:** Bolivia

**AREA STUDIES COURSES:** LING-GA 3340: Seminar in Semantics LING-GA 3210 Phonology; LING-UA 28 Language and Mind; LING-UA12: Phonological Analysis; LING-UA 44: Field Methods

**RECENT PUBLICATIONS:**

Forthcoming: An identity bias in phonotactics: Evidence from Cochabamba Quechua. *Laboratory Phonology* 5:3 (forthcoming)

Forthcoming: With James Whang. "An acoustic study of trans-vocalic ejective pairs in Cochabamba Quechua". *Journal of the International Phonetic Association* 44(2):133-154. (Forthcoming)

2013 "Learning the Identity Effect as an Artificial Language: Bias and Generalization." *Phonology* 30:1-43.

2013 "Speaker Awareness of Non-local Laryngeal Phonotactics in Cochabamba Quechua". *Natural Language and Linguistic Theory* 31:1067-1099.

2012 "Perceptual Similarity in Non-local Laryngeal Restrictions." *Lingua* 122:112-124. [Special Issue: Phonological Similarity, Proceedings of NELS 40 Workshop].

2011 "Auditory Features in Phonology – the Sase for [long VOT]." *The Linguistic Review* 28:281-313.

2010 "Perceptual Distinctness and Long-distance Laryngeal Restrictions." *Phonology* 27:435-480

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:**

2013-2015 National Science Foundation grant 'Locality, markedness and phonetic factors in speaker knowledge of non-local ejective phonotactics in South Bolivian Quechua'; 2013 Individual Faculty and Research Grant, NYU CLACS. 'Quechua-to-English translation of a historical novella'.

**Liliana Goldin, Professor, Professor of Social Work; McSilver Faculty Fellow; Center for Latino Adolescent and Family Health Faculty Fellow, Silver School of Social Work**

**YR. OF APPOINTMENT:** 2011

**EDUCATION:** PhD, 1986, State U of New York at Albany, 1979, Universidad Complutense de Madrid, 1977, Universidad Nacional de Buenos Aires

**NUMBER OF ADVISEES:** 5

**FOREIGN LANGUAGE COMPETENCE:** French, 3-4

**RESEARCH/TEACHING SPECIALIZATION:** Economic Anthropology, labor, Guatemala, Latin America, US Latinos

**FIELD RESEARCH EXPERIENCE:** Guatemala

**AREA STUDIES COURSES:** MSWEL-GS2136: Inequalities in Globalization; MSWEL-GS2140: International Poverty Reduction; UNDSW-US: Global Poverty

**RECENT PUBLICATIONS:**

2011 *Work and Ideology in Rural Guatemala*. With Global Maya. U of Arizona Press, 2009. Paperback edition, 2011.

2012 "The Rule of the Law and the Enforcement of the Law: Workers' Understanding of Labor Rights in Export Processing Industries of the Central Highlands of Guatemala," with Courtney Dowdall in *Latin American Perspectives*, Issue 187, Vol. 39(6): 133-154, 2012.

2012 "From Despair to Resistance: Maya Workers in the Maquilas of Guatemala, The Anthropology of Work and the Work of the Anthropologist," Special Issue, *Anthropology of Work Review* 33(1)25-33, 2012.

2011 "Labor Turnover among Maquila Workers of Highland Guatemala: Resistance and Semi-proletarianization in Global Capitalism." *Latin American Research Review* 46(3):133-156, 2011.

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:** 2013 Treatment Adherence to Type II Diabetes by Maya Indigenous Women in Western Guatemala. NYU Research Fund, Silver School of Social Work



**Odi Gonzalez, Senior Language Lecturer (Quechua)**

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** 2013, PhD, Universidad Nacional Mayor de San Marcos, 2003, M.A, U of Maryland, 1993, Universidad Nacional de San Agustín

**NUMBER OF ADVISEES:** 4

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Quechua 5

**RESEARCH/TEACHING SPECIALIZATION:** Quechua Oral tradition in 16th-21st centuries, Linguistic Anthropology in Quechua, Pre-Hispanic literature in Andean Region

**FIELD RESEARCH EXPERIENCE:** Andean region; Peru, Bolivia, Ecuador

**LANGUAGE STUDIES COURSES:** LATC-GA 10: Beginning Quechua I; SPAN-UA 82: Beginners Quechua II; LATC-GA 20: Intermediate Quechua I; LATC-GA21: Intermediate Quechua II;

**RECENT PUBLICATIONS:**

Forthcoming: 2013-2014 Trilingual dictionary (Quechua, Spanish, English). Hippocrene Books, Inc. (work in progress).

2013 Elegía Apu Inka Atawallpaman. Primer Documento de la Resistencia Inka. Siglo XVI. Research. Lima, ediciones Pakarina, Center for Latin American and Caribbean Studies CLACS at NYU/ Universidad Nacional Mayor de San Marcos, Lima Perú.

2013: El condenado: peregrinaje y expiación entre dos mundos. Voz y memoria quechua en la configuración de la novela Los ríos profundos. Doctoral Thesis. Biblioteca Humanidades, Universidad Nacional Mayor de San Marcos, Lima Perú.

2011: Avenida sol / Greenwich village. Poetry. Lima: Ediciones el Santo Oficio

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Jeff Goodwin, Professor of Sociology**

**YR. OF APPOINTMENT:** 1991

**EDUCATION:** PhD 1988 Sociology, Harvard U; MA 1983 Sociology, Harvard U; BA 1980 Harvard

**NUMBER OF ADVISEES:** 0

**FOREIGN LANGUAGE COMPETENCE:** Spanish 3

**RESEARCH/TEACHING SPECIALIZATION:** Sociology of Revolution and Social Movements, Central America, US-Latin American Relations

**FIELD RESEARCH EXPERIENCE:** Central American, Venezuela, and Colombia

**AREA STUDIES COURSES:** SOC-UA 471 Politics, Power, and Society, SOC-UA 205 Social Movements, Protest, and Conflict, SOC-GA 2153 Social Movements, FRSEM-UA 413 Is Marx Still Relevant?, SOC-GA 2441 Political Sociology

**RECENT PUBLICATIONS:**

2012 *Contention in context: political opportunities and the emergence of protest*. Goodwin, Jeff, and James M. Jasper, Eds. Stanford, California: Stanford University Press.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:** N/A

**Greg Grandin, Professor, History**

YR. OF APPOINTMENT: 2001

EDUCATION: PhD 1999 History, Yale U; BA 1992 History, Brooklyn College, CUNY

NUMBER OF ADVISEES: 15

FOREIGN LANGUAGE COMPETENCE: Spanish 5

RESEARCH/TEACHING SPECIALIZATION: Political violence, revolution, and US-Latin American relations, the history of Latinos/as in North America, history and anthropology in Mesoamerica, terror and memory in Latin America, Latin American Cold War, Revolution and Counterrevolution in Latin America

FIELD RESEARCH EXPERIENCE: Guatemala, Mexico, US-Latin American relations

AREA STUDIES COURSES: HIST-GA 1800: Topics in Latin American History; HIST-AD 115 Topics in Global History, HIST-UA 745 Contemporary Latin America

RECENT PUBLICATIONS:

2014 *The Empire of Necessity: Slavery, Freedom, and Deception in the New World*. Metropolitan Books.

2014 "Obama, Melville and the Tea Party," *New York Times Sunday Review*, January 18, 2014.

2014 "Reading Melville in Post 9/11 America," *The Nation*, January 27, 2014.

2013 "Who Ain't a Slave: Historical Fact and the Fiction of 'Benito Cereno,'" *Chronicle of Higher Education*. December 16, 2013.

2013 "500 Years," in *War by Other Means: Aftermath in Post-Genocide Guatemala*, edited by Carlota McAllister and Diane Nelson, Duke UP 2013.

2013 "What Was Containment? Short and Long Answers from the Americas," *The Cold War in the Third World*, edited by Robert McMahon, Oxford, 2013

2012 "The Liberal Traditions in the Americas: Rights, Sovereignty, and the Origins of Liberal Multilateralism," *American Historical Review*, February 2012 117: 1.

2013 "Empire's Ruins," in Ann L. Stoler, ed., *Imperial Debris*, Duke U Press, 2013

2010 "Living in Revolutionary Time," introduction to *A Century of Revolution: Insurgent and Counterinsurgent Violence during Latin America's Long Cold War*, in Grandin and Gilbert M. Joseph, eds, Durham: Duke U Press, 2010.

2009 *Fordlandia: The Rise and Fall of Henry Ford's Forgotten Jungle City*, Metropolitan Books, 2009. Published in Brazil as *Fordlândia: Ascensão e queda da cidade esquecida*.

PERCENTAGE OF TIME: 100

RECENT AWARDS: For *Fordlandia*: Pulitzer Prize Finalist, National Book Awards Finalist, National Book Critics Circle Awards Finalist, New York Times Notable Books of 2009, TLS's Sir Ferdinand Mount as best book of 2010, "Best book of 2010" (paperback), NPR's The Takeaway, One of the BBC's Ten Best Driving Books of 2010

**Ed Guerrero, Associate Professor, Associate Professor, Africana Studies, SCA/Cinema Studies**

YR. OF APPOINTMENT: 2010

EDUCATION: PhD 1989 Ethnic Studies U of California, Berkeley, MFA 1972 Filmmaking & Aesthetics San Francisco Art Institute, BA 1972 English Literature, San Francisco State U

NUMBER OF ADVISEES: N/A

FOREIGN LANGUAGE COMPETENCE: N/A

RESEARCH/TEACHING SPECIALIZATION: Black cinema, black stardom & celebrity; Africa, Asia in cinema; science fiction & horror cinema, utopia/dystopia; mapping the Black Pacific; interrogations of the representational burden of race and difference.

FIELD RESEARCH EXPERIENCE: U.S.

RECENT PUBLICATIONS:

2012 "Black Space: Imagining Race in Science Fiction.(Book review)," *Quarterly Review of Film and Video*. 29 (2).

2009. "The So-Called Fall of Blaxploitation," Guerrero, Ed. *The Velvet Light Trap*. 64 (1): 90-91.

2001 *Do the right thing*. Guerrero, Ed. London: British Film Institute.

PERCENTAGE OF TIME: 25

RECENT AWARDS: N/A

**Vincent Guilamo-Ramos, Professor of Social Work and Global Public Health; Director, PhD Program; Center Core Co-Director, Center for Drug Use and HIV Research (CDUHR); and Co-Director, Center for Latino Adolescent and Family Health**

**YR. OF APPOINTMENT:** 2010

**EDUCATION:** PhD 2000 Social Welfare, State U of New York; MPH 2012 Global Health Leadership NYU, MS 1999 Non-Profit Management and Public Policy NYU; MSW 1995 Social Work NYU; BS 1993 The College of Human Services

**NUMBER OF ADVISEES:** 12

**FOREIGN LANGUAGE COMPETENCE:** N/A

**RESEARCH/TEACHING SPECIALIZATION:** Role of families in promoting adolescent health, sexually transmitted infections esp HIV/AIDS, HIV prevention; and alcohol and drug use.  
Principal Investigator. Families Talking Together: Preventing HIV/AIDS among At-Risk Dominican and Haitian Youth MAC AIDS Fund, Duration of study: 2013-2014  
Principal Investigator: HIV Transmission and Illicit Drug Use in a Caribbean Tourism Area University of Global Public Health Research Challenge Fund. Duration of the study: 09/2011 – 09/2012  
Principal Investigator (Multiple PI: Guilamo-Ramos and Padilla). High-Use Alcohol Venues: Tourism, Sex Work and HIV in the Dominican Republic. National Institutes on Alcohol Abuse and Alcoholism. Grant No. 1R21AA018078-01. Duration of study: 2008 – 2011

**FIELD RESEARCH EXPERIENCE:** Dominican Republic, Haiti, Mexico

**AREA STUDIES COURSES:** MSWEL-GS 2141 Health and Social Welfare in the Dominican Republic, MSWEL-GS 2142 Ethnographic Mapping of HIV Risk in the Caribbean, MSWEL-GS 2168 Mexican Immigrants & NYC: Understanding Puebla as a Focal Community of Origin

**RECENT PUBLICATIONS:**

- 2014 "Exploring Migratory Dynamics on HIV transmission: The case of Mexicans in New York City and Puebla, Mexico," with Leavitt, S., McCarthy, K., Muñoz-Laboy, MA., de Lourdes, Rosas López, M. in *American Journal of Public Health*, 104(6), 1036-1044.
- 2013 "Differential Impact of Types of Social Support in the Mental Health of Formerly Incarcerated Latino Men. Am. Journal" With Munoz-Laboy, M., Severson, N., Perry, A. Men's Health.
- 2013 "Taxonomy of Caribbean Tourism Alcohol Venues: Implications for HIV Transmission." With Jaccard, J., McCarthy, K., Lushin, V., Padilla, M. Skinner-Day, M. in *Journal of Drug and Alcohol Dependence*.

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:** 2011 Dorothy Height Award Awarded in recognition and appreciation of outstanding service and commitment to social justice and advancing the diversity agenda of the school Students of Color Collective (SOCC), New York U Silver School of Social Work

**Gregory Guy, Professor of Linguistics**

**YR. OF APPOINTMENT:** 2001

**EDUCATION:** PhD, U of Pennsylvania, 1981; MA, U of Pennsylvania, 1975; BA, Boston U, 1972

**NUMBER OF ADVISEES:** 6

**FOREIGN LANGUAGE COMPETENCE:** Portuguese 5, Spanish 4, French 2, German 2

**RESEARCH/TEACHING SPECIALIZATION:** sociolinguistics, historical linguistics, pidgin and creole studies, phonetics and phonology, particularly Brazilian Portuguese, Spanish, and varieties of English.

**FIELD RESEARCH EXPERIENCE:** Argentina, Brazil, Guatemala

**AREA STUDIES COURSES:** LING-UA 30 Language in Latin America; LING-UA 14 Language Change;

**RECENT PUBLICATIONS:**

- Forthcoming: *Language Variation and Linguistic Theory*. London: Wiley-Blackwell, 2016.
- 2012 Erker, Daniel & G.R. Guy, 2012. 'The role of lexical frequency in syntactic variability: Variable subject personal pronoun expression in Spanish.' *Language* 88 (3): 526-557.
- 2011. 'Variability. Blackwell Companion to Phonology, Chapter 92
- 2011. Language, social class, and status. In: R. Mesthrie, ed. *The Cambridge Handbook of Sociolinguistics*.

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:** N/A

**Heriberto Jesús Hernández-Cabrera, Language Lecturer, Spanish and Portuguese**

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** MA 2011 Universidad de la Rioja; MA 2002 Long Island U; 1996, 1995 BA Universidad Complutense de Madrid.

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE CERTIFICATION AND TRAINING:**

2005 Spanish Linguistics, SUNY at Stony Brook

2004 Practicum in Teaching Spanish, SUNY at Stony Brook

2003 Foreign Languages: "Teaching with Technology." Houghton Mifflin Co. Hofstra U

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

Language Studies Courses: SPAN-UA 3 Intermediate Spanish I, SPAN-UA 4 Intermediate Spanish II; SPAN-UA 101 Advanced Spanish Conversation; SPAN-UA100: Advanced Grammar and

Composition;

**RESEARCH/TEACHING SPECIALIZATION:** Foreign language methodology, second language acquisition. Didáctica en la clase de español EFE

**FIELD RESEARCH EXPERIENCE:** Spain, United States

**RECENT PUBLICATIONS:**

Exceso, pirateo y retrospección subjetiva en Por favor, rebobinar. *Espéculo. Revista de estudios literarios*. Universidad Complutense: Departamento de Filología Española III, ISSN 1139-3637, Nº. 38, 2008.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

2010 Nominated for the Golden Dozen Outstanding Teaching Award by CAS NYU.

**Edward Akintola Hubbard, Assistant Professor/Faculty Fellow, Department of Social and Cultural Analysis/Africana Studies**

**YR. OF APPOINTMENT:** 2012

**EDUCATION:** PhD Harvard U, 2011; MA U of Chicago, 2000; BA U of the West Indies (Jamaica), 1996

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Portuguese 5

**RESEARCH/TEACHING SPECIALIZATION:** Pop culture, media, creolization, globalization, gothic and carnivalesque aesthetics, gender and sexuality.

**AREA STUDIES COURSES:** AHSEM-UA 200 Music and Masquerade, SCA-UA 180 Creolization and Pop Culture, SCA-UA 180 Queer Caribbean

**FIELD RESEARCH EXPERIENCE:** Cape Verde, Brazil, and the Caribbean

**RECENT PUBLICATIONS:**

2011 Hubbard, Edward Akintola. *Creolization and Contemporary Pop Iconicity in Cape Verde*. Collections of the Harvard U Archives: Dissertations 2011

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:** N/A

**Natasha Iskander, Associate Professor of Public Policy, Robert F. Wagner Graduate School of Public Service**

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** PhD 2006 Management, Massachusetts Institute of Technology; MCP 1999 International Development, Massachusetts Institute of Technology; BA 1994 Cultural Studies, Stanford U

**NUMBER OF ADVISEES:** 10

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5 French 4, Arabic 4 Czech 3

**RESEARCH/TEACHING SPECIALIZATION:** Labor migration and economic development, labor mobilization and workforce development

**FIELD RESEARCH EXPERIENCE:** Mexico, Andes, Qatar, Morocco

**AREA STUDIES COURSES:** PADM-GP2201 Institutions, Governance, and International Development; URPL-GP2666: Water Sourcing and Climate Change; CAP-GP 3229 Studies in International Migration

**RECENT PUBLICATIONS:**

2013 "Building Job Quality from the Inside-Out: Immigrants, Skill, and Jobs in the Construction Industry," with N. Lowe. in *Industrial Labor Relations Review*. 66(4): 785-807.

2013 "Learning in Place: Immigrant Spatial and Temporal Strategies for Occupational Advancement," with N. Lowe. in *Economic Geography*. 89 (1): 53-75.

2012 "Street Vendors, Television Extras, Walmart Stockers, and More: Worker Subjectivity Articles and Labor Processes in Atypical Work." *Work and Occupations*. 39 (3): 270-279.

2010 "Hidden Talent: Tacit Skill Formation and Labor Market Incorporation of Latino Immigrants in the United States," N. Lowe in *Journal of Planning, Education and Research*. 30(2): 132-146.

2010 "The Rise and Fall of a Micro-Learning Region: Mexican Immigrants and Construction in Center-South Philadelphia." With C. Riordan. in *Environment and Planning* 42 (7): 1595- 1612

2010 Lowe, N., J. Hagan, & N. Iskander. 2010. "Revealing Talent: Informal Skills Intermediation as an Emergent Pathway to Immigrant Labor Market Incorporation." *Environment and Planning A* 42 (3): 205- 222.

2010 *Creative State: Forty Years of Migration and Development Policy in Morocco and Mexico*. Ithaca: Cornell U Press. ILR imprint. (International Studies Association – Distinguished Book Award -- Ethnicity, Nationalism and Migration Track; Social Science Research Council—Featured Publication).

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:** Qatar National Research Foundation 2013; Macarthur Foundation – UPenn/World Bank Migration and Development Project 2013 and 2011, Wagner Research Grant 2012, UC Davis Conference on Qualitative Research – Best Paper Award 2011

**James Jaccard, Professor; Associate Dean for Research; Co-director, Center for Latino Adolescent and Family Health, Silver School of Social Work**

**YR. OF APPOINTMENT:** 2010

**EDUCATION:** PhD 1976 MA 1972 U of Illinois, Urbana; BA U of California, Berkeley, 1971

**NUMBER OF ADVISEES:** 8

**FOREIGN LANGUAGE COMPETENCE:** N/A

**RESEARCH/TEACHING SPECIALIZATION:** Pop culture, media, creolization, globalization, gender

**FIELD RESEARCH EXPERIENCE:** Cape Verde, Brazil, and the Caribbean

**RECENT PUBLICATIONS:**

2010 *Theory construction and model building skills: A practical guide for social scientists*. With Jacoby, J. New York: Guilford.

2010 *Parental monitoring of adolescents*. With Guilamo-Ramos, V. and Dittus, P. New York: Columbia U Press.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** Served on the National Academy of Sciences/National Research Council Committee on Military Enlistment Standards; Served on the National Academy of Sciences/National Research Council Committee on the Science of Adolescence

**Guillermina Jasso, Professor, Sociology**

**YR. OF APPOINTMENT:** 1991

**EDUCATION:** PhD 1974 Johns Hopkins U; MA 1970 U of Notre Dame; BA 1962 Our Lady of the Lake College

**NUMBER OF ADVISEES:** 5

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, French 3, Italian 3, Latin 2

**RESEARCH/TEACHING SPECIALIZATION:** Immigration, Justice, status and other basic social processes, income distribution and inequality, factorial survey methods, theory construction

**FIELD RESEARCH EXPERIENCE:** India, Israel, Germany, Mexico

**AREA STUDIES COURSES:** SOC-UA 452: Immigration; SOC-UA2137: Social Stratification; SOC-UA937: What Causes Gender Inequality?

**RECENT PUBLICATIONS:**

- 2013 "Mathematical Sociology and Human Rights." 336-354 in David L. Brunnsma, Keri E. Iyall Smith, and Brian K. Gran (eds.), *Handbook of Sociology and Human Rights*. Boulder, CO: Paradigm
- 2013 "Migration and Health." 366-379 in Steven J. Gold and Stephanie J. Nawyn (eds.), *The Routledge International Handbook of Migration Studies*. New York, NY: Routledge.
- 2012 Jasso, Guillermina. 2012. "Is It Remittances Or Is It Tickets to America? A First Look at Transfers Behavior Among New U.S. Legal Immigrants Born in Mexico." 203-241 in Alfredo Cuecuecha and Carla Pederzini (eds.), *Migration and Remittances from Mexico: Trends, Impacts, and New Challenges*. Lanham, MD: Lexington.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:**

**Aisha Khan, Associate Professor, Anthropology and Latin American Studies**

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** PhD 1995 MA 1986 City U of New York Graduate School; MA 1982 BA 1977 San Francisco State U

**NUMBER OF ADVISEES:** 14

**FOREIGN LANGUAGE COMPETENCE:** Spanish 2

**RESEARCH/TEACHING SPECIALIZATION:** Caribbean, postcolonial societies, race, religion, diaspora, creolization, Trinidad

**FIELD RESEARCH EXPERIENCE:** Honduras, Trinidad, Guyana, Haiti

**Areas Studies Courses:** ANTH-GA 1246 Islam and the Americas, CORE-UA 550 Cultures and Contexts: Globalizing the Americas, CORE-UA 509: Cultures & Contexts: Caribbean, ANTH-UA 320 Topical Seminar in Social and Cultural Anthropology I

**RECENT PUBLICATIONS:**

- Forthcoming: In progress: *Sacred Sacrilege: Views from Caribbean Obeah and Hosay* (Harvard U Press, monograph under contract).
- Forthcoming: *Islam and the Americas* (U Press of Florida, edited volume, in press)
- 2009 *Empirical Futures: Anthropologists and Historians Engage the Work of Sidney W. Mintz*. Co-edited with George Baca and Stephan Palmie. Chapel Hill: U of North Carolina Press.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

- 2014 National Endowment for the Humanities Summer Stipend Award, for monograph project, "Sacred Sacrilege: Views from Caribbean Obeah and Hosay."
- 2013 Individual Faculty Research and Travel Grant, CLACS NYU, for pilot fieldwork in Haiti, 1/2014.
- 2012-2013 Humanities Initiative Faculty Research Fellowship, NYU, for monograph project, "Sacred Sacrilege: Religion and the View from Caribbean Obeah and Hosay."
- 2012 Humanities Initiative Grants-in-Aid, NYU, for edited volume, "Islam and the Atlantic World."

**Jo Labanyi, Professor, Spanish and Portuguese, Director of King Juan Carlos Center, Director of Graduate Studies, Spanish and Portuguese**

YR. OF APPOINTMENT: 2006

EDUCATION: BA, U of Oxford, 1967

NUMBER OF ADVISEES: 1

FOREIGN LANGUAGE COMPETENCE: Spanish 5, Portuguese 2, Catalan 1

RESEARCH/TEACHING SPECIALIZATION: Spanish literature and culture of the 19th and 20th centuries; gender studies; popular culture; politics of memory in Spain and Argentina

FIELD RESEARCH EXPERIENCE: Spain, S. Cone

AREA STUDIES COURSES: SPAN-UA950 (In Spanish) La Regenta Novel (1884) & TV Series (1994); SPAN-UA950 (In Spanish) Spanish Cinema:

RECENT PUBLICATIONS:

2013 *A companion to Spanish Cinema*. With Tatjana Pavlovic, Malden, MA: Wiley-Blackwell.

2012, *and love in cinema*. with Passerini, Luisa Bristol and Karen Diehl. UK: Intellect.

2012 "Modernity as Representation: The Self-Reflexivity of the Spanish Realist Novel." *Romance Studies*. 30 (3): 238-243.

PERCENTAGE OF TIME: 25

RECENT AWARDS: 2005 Elected Fellow of British Academy (FBA)

**Jill Lane, Director, Center for Latin American and Caribbean Studies; Associate Professor, Spanish and Portuguese**

YR. OF APPOINTMENT: 2006

EDUCATION: PhD 2000 Performance Studies New York U, 2000; MA 1991 Theater Brown U, BA 1989 Comparative Literature Brown U

NUMBER OF ADVISEES: 5

FOREIGN LANGUAGE COMPETENCE: Spanish 5

RESEARCH/TEACHING SPECIALIZATION: art and human rights in Latin America, Latin American theatre and performance art, colonialism and race, comparative racial formation and representation

FIELD RESEARCH EXPERIENCE: Cuba, Peru, Colombia

AREA STUDIES COURSES: LATC-GA 2145: Introduction to Latin American and Caribbean Studies: transatlantic and colonial perspectives SPAN-UA 460: Latin American Theater CORE-UA 515 Cultures and Contexts: Latin America, SPAN-GA Performance Art in Latin America PERF-GA Cultural Rights in Colombia (in Bogota) PERF-GA Human Rights and Performance in Peru (in Peru)

RECENT PUBLICATIONS:

"Postnational Theatre Studies," in Brenda Werth, Florian N. T. Becker, and Paola S. Hernández. *Imagining Human Rights in Twenty-First-Century Theater: Global Perspectives*. Basingstoke: Palgrave Macmillan, 2013.

2012 "Lost in place: reflections on photography and tragedy with Fernando Brito's landscapes," in *e-misférica* 8.2 (December 2012) En español: "Perdidos en el espacio. Reflexiones sobre la tragedia y la fotografía con los paisajes de Fernando Brito."

2010 "Hemispheric America in Deep Time," *Theatre Research International* (International Federation for Theatre Research) 35:2 (2010) 111-125.

2010 "Smoking Habaneras, or A Cuban Struggle with Racial Demons," *Social Text* 104, 28:3 (Fall 2010) 11-37.

Editor, with Marcial Godoy-Anatívia, *e-misférica*, the Journal of the Hemispheric Institute of Performance and Politics

"#narcomachine maps," editorial remarks (with Marcial Godoy-Anatívia) *e-misférica* 8.2 (Winter 2012)

"Performance#Life," editorial remarks, with Marcial Godoy-Anatívia, *e-misférica* 8.1 (July 2011)

"After Truth," editorial remarks, with Marcial Godoy-Anatívia, *e-misférica* 7.2. (December 2010)

"Unsettling Visuality," editorial remarks, with Marcial Godoy-Anatívia, *e-misférica* 7.1 (July 2010)

PERCENTAGE OF TIME: 100

RECENT AWARDS: With Liz Sevchenko, Global Research Initiative Research Grant, \$30,000 for 2012-2014, for Guantánamo Public Memory Project international programming.

**Andre Lepecki, Associate Professor, Performance Studies**

**YR. OF APPOINTMENT:** 2002

**EDUCATION:** PhD 2000, MA 1995 Performance Studies, New York U; Licenciatura 1995, Universidade Nova de Lisboa

**NUMBER OF ADVISEES:** 7

**FOREIGN LANGUAGE COMPETENCE:** Portuguese 5, French 4, Spanish 3

**RESEARCH/TEACHING SPECIALIZATION:** Dance studies, choreography and theory, philosophy,

**FIELD RESEARCH EXPERIENCE:** Iberian Peninsula, Brazil

**RECENT PUBLICATIONS:**

2013. "Choreopolice and Choreopolitics: or, the task of the dancer". *TDR* 57 (4):13-27.

2013 "From Object-acts to Dance-things: "transcreation" in the works of Robert Morris, Hélio Oiticica and Lygia Pape," In *Relating Art: Between Mondiality and Regionality*, Cecilia Sjöholm and Charlotte Bydler (eds.), Södertörn Studies in Art and Aesthetics 2, Södertörn U Press, 2013.

2012 "No Meta-plano, o Encontro," in *Rumos Teatro*, Sonia Sobral, Cristina Espirito Santo e Eleonora Fabiao (eds), São Paulo: Itaú Cultural, 2012.

2012 "Introduction: dance as practice of contemporaneity," In *Dance*, André Lepecki (ed.), London and Cambridge, Mass., Whitechapel Gallery and MIT Press, 2012.

2012. Ed. *Dance. Documents on Visual Arts Series*. London and Cambridge, Mass: MIT Press/Whitechapel Gallery.

2012 "From partaking to initiating: leadingfollowing as dances (a-personal) political singularity." In *Dance*,

*Politics and Co-immunity*, Gerald Siegmund and Stefan Hoelscher (eds). Berlin: Diaphanes, 2012.

2012 "Dance and Politics," in *Dance [and] Theory*, Gabriele Brandstetter, Gabriele Klein (eds.), Bielefeld:

transcript-Verlag, 2012.

2011 "O corpo como arquivo: vontade de reencenar e as sobre-vidas da dança," In *A Performance Ensaída: ensaios sobre performance contemporânea*, Antonio Wellington de Oliveira Jr. (ed.), Fortaleza, Expressão Gráfica e Editora, 2011.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:**

2010 – Honorary President, Scientific Committee, Association of Greek Choreographers

**Lorena Llosa, Associate Professor, Steinhardt**

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** PhD 2005 Applied Linguistics UCLA; MA 1996 UCLA Teaching English as a Second Language; BA English, Spanish, Santa Clara U

**NUMBER OF ADVISEES:** 8

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Language assessment, Language and science education of ELLs, Second and foreign language teaching and learning, Program evaluation

**FIELD RESEARCH EXPERIENCE:** immigrant LAC communities in the US

**AREA STUDIES COURSES:** LANED-GE2060: Language Evaluation & Assessment; LANED-GE 2005 Intercultural Perspectives in Multicultural Education LANED-GE Advanced Research Sem: TESOL | Foreign Language and Bilingual Ed, Teaching Second Languages: Theory and Practice

**RECENT PUBLICATIONS:**

*Language Assessment Quarterly, Editorial Board Member.*

2013. Assessing heritage language learners. In A. J. Kunnan (Ed.), *The Companion to Language Assessment* (pp. 440-453). Wiley-Blackwell.

2013 Beck, S. W., Llosa, L., & Fredrick, T. The challenges of writing exposition: Lessons from a study of ELL and non-ELL high school students. *Reading and Writing Quarterly*, 29, 358–380.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** Co-Investigator. Language-Minority Students and California's Community Colleges: Testing, Placement, and Academic Pathways (PI: George Bunch, UCSC) Funded by The William and Flora Hewlett Foundation (Period: 7/1/07 – 6/1/10) \$434,898



**Anabel López García, Language Lecturer, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2006

*EDUCATION:* MPhil 2000 Spanish, Yale U; BA 1989 U of Puerto Rico

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Italian 3, French 2, Portuguese 2

*FOREIGN LANGUAGE CERTIFICATION AND TRAINING:*

2013 "Methodological Development of Teaching of Spanish as a Second Language. A Workshop for Teachers, VI: Assessment." Department of Spanish and Portuguese at Columbia U and the Department of Spanish and Latin American Cultures at Barnard College/Barnard College, New York/

2011 "Methodological Developments of Teaching of Spanish as a Second Language. A Workshop for Teachers, V: Task Approach."

2010 "Methodological Developments in Teaching Spanish As A Second Language. A Workshop for Teachers, IV: Speaking."

*RESEARCH SPECIALIZATION:* Research: Medieval and Golden Age Spanish Literature.

*FIELD RESEARCH EXPERIENCE:* Spain, Italy, France, Egypt

*LANGUAGE STUDIES COURSES:* SPAN-UA 100 Advanced Grammar and Composition, SPAN-UA111

Advanced Spanish for Spanish-Speaking Students, SPAN-UA 3 Intermediate Spanish I, SPAN-UA

200 Critical Approaches to Text & Cultural Analysis, SPAN-UA 101 Advanced Spanish Conversation

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Peter Lucas, Adjunct Professor, Latin American and Caribbean Studies, Draper Program**

*YR. OF APPOINTMENT:* 1996

*EDUCATION:* PhD, New York U; MA, New York U; BA, Slippery Rock U

*NUMBER OF ADVISEES:* 6

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 4

*RESEARCH/TEACHING SPECIALIZATION:* photographer, filmmaker. Human rights with an emphasis on participatory media, documentary practice, photography, the poetics of witnessing, human rights education, and youth media.

*FIELD RESEARCH EXPERIENCE:* Brazil

*AREA STUDIES COURSES:* LATC-GA 1048 International Studies in Human Rights; DRAP-GA 1045

International Rights in Latin America; OART-GT 2829 Poetics of Witnessing; OART-UT 829: Poetics of Witnessing

*RECENT PUBLICATIONS:*

2014. Ten Things You Can Do: A Student Action Toolkit For Disarmament. (Written with Kathleen Sullivan). Forthcoming: United Nations Publications.

2014. The Last Hour of Summer: The Lost Photographs from Ipanema. (Written with Mauricio Lissovsky) Casa da Palavra Books.

2012 Viva Favela: Ten Years of Photojournalism, Human Rights, and Visual Inclusion in Brazil. Viva Rio Books.

2012 The Poetics of Witnessing. Direitos Humanos: Justiça, Verdade e Memória. Ed. Bethania Assy & Carolina de Campos Melo. Luman Juris. 2012 The Transformative Media of Project Morrinho.

TV Morrinho: 2001-2012. Ed. Chico Serra. Catálogo Morrinho.

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:*

John Simon Guggenheim Fellowship. 2011.

**Eduardo Machado, Head of Playwrighting in the Goldberg Department of Dramatic Writing; Tisch School of the Arts**

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** Entered the New Dramatists in 1986

**NUMBER OF ADVISEES:** 5

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:**

Eduardo Machado is the author of over forty plays. They include *The Floating Island Plays*, *Once Removed*, *Stevie Wants To Play The Blues*, *A Burning Beach*, *Havana is Waiting*, and *The Cook*. They have been produced at many major regional theaters, as well as in Europe and Off-Broadway. As a director, his work has appeared in numerous regional theaters including INTAR, Theater For a New City, The Ensemble Studio, The Mark Taper Forum, The Culture Project, The Playwrights Collective, The Company Theater, The Cherry Lane Alternative, The Flea Theater, The Group Theater, and the Inner City Cultural Center. He has served as an Artistic Associate at The Public, the Flea Theatre/Bat Theatre Company, and The Cherry Lane Alternative, and he was playwright in residence at The Mark Taper Forum. He is a member of the Actors Studio, The Ensemble Studio Theater, and an alumnus of New Dramatists. He has served on the boards of TCG, New Dramatists, and Theatre for the New City. His plays have been published by the Theatre Communications Group and Samuel French.

**FIELD RESEARCH EXPERIENCE:** Cuba

**RECENT PUBLICATIONS:**

as per above.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** N/A

**James Macinko, Associate Professor, Public Health and Health Policy; Director, Doctoral Program in Public Health; Director, Global Public Health Program**

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** PhD 2002 Health and Social Policy, Johns Hopkins U, 2002; MA 1993 International Health and Development, George Washington U; BA 1990 Comparative Religious Studies and BS 1990 Molecular and Cellular Biology, U of Arizona

**NUMBER OF ADVISEES:** 23

**FOREIGN LANGUAGE COMPETENCE:** Portuguese 4, Spanish 4, French 3

**RESEARCH/TEACHING SPECIALIZATION:** Primary health care, Global health, Health services research, Social epidemiology

**FIELD RESEARCH EXPERIENCE:** Caribbean, Mexico, Brazil

**AREA STUDIES COURSES:** LANED-GE 2060 Language Evaluation & Assessment, GPH-GU 2900 Global Health Services Research in Brazil; GPH-GU 2140 Global Issues in Social & Behavioral Health, GPH-GU 2120 Foundations of Global Health Leadership

**RECENT GRANTS AND CONTRACTS**

Macinko J, and Silver, D. Understanding the diffusion of state alcohol and traffic laws. NIH/NIAAA (1R01AA021436-01), Role: PI (with Diana Silver), 7/2012-6/2015

Macinko J. Assessing Primary Health Care Systems in the Americas. Role: PI. Pan American Health, Organization. 2011-2012.

Lima-Costa, F. and Macinko J. Role of neighborhood, health system, and household environment characteristics on control of noncommunicable diseases in Brazil: a household survey of the city of Belo Horizonte. Co-PI. Agency: Brazilian Ministry of Health. 2009-2012.

**RECENT PUBLICATIONS:**

2012 Lima-Costa MF, De Oliveira C, Macinko J, Marmot M. Socioeconomic inequalities in health in older adults in Brazil and England. *Am J Public Health*. Aug 102(8):1535-41. Epub 2012 Jun 14.

2012 Macinko J, Lima-Costa MF. Horizontal equity in health care utilization in Brazil, 1998-2008. *Int J Equity Health*. Jun 21 11(1):33.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:** see above.

**Thomas Maldonado, Associate Professor; Chief of Vascular Surgery, Bellevue Hospital. Course Director of NYU's Endovascular Training of Latin American Surgeons.**

*YR. OF APPOINTMENT:* 2004

*EDUCATION:* MD 1995 NYU; MS 1991 Journalism, Boston U; BA 1990 Williams College

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:*

Maldonado is a full time vascular surgeon. His involvement with Latin American Studies pertains to his role as Director of the NYU Endovascular Surgery Training Symposium attended monthly by Latin American vascular surgeons.

*FIELD RESEARCH EXPERIENCE:* Latin America, general

*RECENT PUBLICATIONS:*

2014 Nationwide Comparative Impact of Thoracic Endovascular Aortic Repair of Acute Uncomplicated Type B Aortic Dissections Shah, Tejas R; Rockman, Caron B; Adelman, Mark A; Maldonado, Thomas S; Veith, Frank J; Mussa, Firas F 2014 Jan 230-233, Vascular & endovascular surgery — id: 737912, year: 2014, vol: , page: 230, stat: Journal Article,

2013 Concomitant Unruptured Intracranial Aneurysms and Carotid Artery Stenosis: An Institutional Review of Patients Undergoing Carotid Revascularization Borkon, Matthew J; Hoang, Han; Rockman, Caron; Mussa, Firas; Cayne, Neal S; Riles, Thomas; Jafar, Jafar J; Veith, Frank J; Adelman, Mark A; Maldonado, Thomas S 2013 Nov 102-107, Annals of vascular surgery — id: 612952, year: 2013, vol: page: 102, stat: Journal Article.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

**Florencia Marotta-Wurgler, Faculty Director, NYU Law in Buenos Aires**

*YR. OF APPOINTMENT:* 2005

*EDUCATION:* JD 2001 New York U School of Law; BA 1996 U of Pennsylvania

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* N/A

*RESEARCH/TEACHING SPECIALIZATION:* Commercial Law, Contracts, E-Commerce, Law and Economics

*FIELD RESEARCH EXPERIENCE:* N/A

*RECENT PUBLICATIONS:*

Forthcoming: "Does Anyone Read the Fine Print? Testing a Law and Economics Approach to Standard Form Contracts," Journal of Legal Studies (forthcoming) (with Yannis Bakos and David R. Trossen)

2013 "Set in Stone? Change and Innovation in Consumer Standard Form Contracts," 88 New York U Law Review 240 (with Robert B. Taylor).

2012 "Does Contract Disclosure Matter?," 168 Journal of Institutional and Theoretical Economics 94.

2011 "Does Increased Disclosure Help? Evaluating the Recommendations of the ALI's 'Principles of the Law of Software Contracts'," 78 (1) U of Chicago Law Review 165.

• 2011 "Some Realities of Online Contracting," 19 Supreme Court Economic Review 11.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

Director, American Law and Economics Association , 2014

Adviser, Third Restatement of Consumer Contracts, American Law Institute, 2014

**Randy Martin, Chair and Professor, Art and Public Policy**

**YR. OF APPOINTMENT:** 2000

**EDUCATION:** PhD 1984 Sociology City U of New York; MS 1980 Sociology, U of Wisconsin, Madison;  
BA 1979 Sociology, U of California, Berkeley

**NUMBER OF ADVISEES:** 18

**FOREIGN LANGUAGE COMPETENCE:** Spanish 4

**RESEARCH/TRAINING SPECIALIZATIONS:** Ethnography, dance, cultural and political theory,  
performing arts, labor, social movements

**FIELD RESEARCH EXPERIENCE:** Cuba, Nicaragua

**AREA STUDIES COURSES:** ASPP-GT 2004 Graduate Internship Fieldwork, ASPP-UT 1010 Art in/as  
Politics; ASPP-UT 2 The World Through Art Writing the Essay

**RECENT PUBLICATIONS:**

Forthcoming: In progress *Knowledge, LTD: Toward a Social Logic of the Derivative* Philadelphia:  
Temple U Press (forthcoming).

2014 "Of Dance, Derivatives, Decolonization and Kinesthemes" *TkH* 21 Spring 73-78.

2014 "What Difference Do Derivatives Make? From the Technical to the Political Conjunction."  
*Culture Unbound* Volume 6, Spring

2013 "Linked Fates and Futures: Communities and Campuses as Equitable Partners?" *Public:*  
*Arts/Design/Humanities A Journal of Imagining America* Issue 1 October.

2012 "A Derivative Dance, A Precarious Sociality" *TDR* Winter.

2012 "Bailout" in Henry Sussman, ed, *Impasses of the Post-Global: Theory in the Era of Climate*  
*Change*, Vol. 2 Open Humanities Press.

2011 "Durable Ephemeralities: Arts Agencies" in Thea Brejzek, ed., *Expanding Scenography* Prague  
Quadrennial (2011).

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** N/A

**Carlos Martínez-Davis, Senior Lecturer, Spanish and Portuguese**

**YR OF APPOINTMENT:** 2004

**EDUCATION:** M.Phil 2002 Spanish Literature, NYU, MA 1995, Spanish Literature NYU; MA 1991 TESOL,  
Teachers College, Columbia University; BS 1986 International Business, Saint Louis University

**NUMBER OF ADVISEES:** 3

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Portuguese 2, Chinese 1

**RESEARCH/TEACHING SPECIALIZATION:** Language Teaching Methodology and Advanced Spanish  
Conversation for the Medical Profession.

**FIELD RESEARCH EXPERIENCE:** Cuba and Nicaragua

**LANGUAGE COURSES:** SPAN-UA101 Advanced Spanish Conversation, SPAN-UA 102 Advanced  
Spanish Conversation for Medical Professions, SPAN-UA100 Advanced Grammar and Composition,  
SPAN-UA 1 Spanish for Beginners Level I

**RECENT PUBLICATIONS:**

Forthcoming: *Jenaro Talens: El hombre que miraba el cielo*. Part of the NYU Translation Collective. A  
group translation of an anthology of poems by Jenaro Talens.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** Golden Dozen Teaching Award, NYU

**Perla Masi, Visiting Assistant Professor/Faculty Fellow, Spanish and Portuguese**

**EDUCATION:** PhD 2011 Spanish and Portuguese, Princeton U; MA 2000 Università degli Studi di Firenze; MA 2001 Scuola Europea di Traduzione Letteraria di Magda Olivetti

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Portuguese 4, French 3, Arabic 3, Italian 3

**FOREIGN LANGUAGE CERTIFICATION AND TRAINING:**

2001 Seminario in Traduzione Letteraria (Spanish-Italian, Portuguese-Italian), Università degli Studi di Firenze, Facoltà di Lettere e Filosofia. January-June, 2001.

**RESEARCH/TEACHING SPECIALIZATION:** Modern and Contemporary Iberian and Latin American Literatures and Cultures; Poetry and Visual Arts; Poetics; the relationships between Poetry and Philosophy (Aesthetics, Ethics, Political Philosophy); Arab immigration in the Iberian Peninsula and Latin America.

**FIELD RESEARCH EXPERIENCE:** Spain, Brazil

**AREA STUDIES COURSES:** SPAN-UA 950 Wandering Poetry: Traveling and Exile in the Iberian Atlantic, SPAN-UA 200 Critical Approaches to Text & Cultural Analysis

**RECENT PUBLICATIONS:**

2014 "Paulo Leminski: poesia e revolução". (In progress)

2014 "Eliseo Diego: infancia e história". (In progress)

2013 Roberto Esposito. "Comunidade, imunidade, biopolítica". Translated by Perla Masi.

2013 Paulo Leminski. Submitted to Ellipsis, Journal of the American Portuguese Studies Association. 10, 2012.

2012 Review of Marcelo Sandman, eds. A pau a pedra a fogo a pique: dez estudos sobre a obra de E-misférica. 10.1,

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Gigliana Melzi, Associate Professor, Applied Psychology, Steinhardt School of Culture, Education and Human Development**

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** PhD 1998, MA 1992 Psychology Boston U, BA (cum laude) Clark U. 1989

**NUMBER OF ADVISEES:** 3

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, French 2

**RESEARCH/TEACHING SPECIALIZATION:** language development and literacy experiences of Spanish-speaking children within and outside of the United States

2013 PRINCIPAL INVESTIGATOR. Oral Stories in the Classroom: Encouraging Preschool Teachers' Use of Cultural Funds of Knowledge. Brady Educational Foundation. Amount: 190,920.

2013 PRINCIPAL INVESTIGATOR. Oral Traditions of New York City Latino Families. Community Collaborative Faculty Challenge Grant. Steinhardt School of Culture, Education and Human Development. Amount: 15,000.

2010 PRINCIPAL INVESTIGATOR. Narrative Development in Latino Head Start Children: Communicating a Sense of Time in Narrative. Head Start Graduate Student Research Grants. Graduate Student: Joy Kennedy. Amount: 50,000.

**FIELD RESEARCH EXPERIENCE:** Cuba and Nicaragua

**AREA STUDIES COURSES:** APSY-GE 2055 Child Language Development, FRHS Mestizaje: Exploring Multicultural Peru (Undergraduate Honors Course) FRHS Peruvian Culture through Narrative

**RECENT PUBLICATIONS:**

Melzi, G., Schick, A.R., Bostwick, E. (2013). Érase Una Vez: Latino Family Narrative And Literacy Practices

During The Preschool Years. In Kreider, H., Caspe, M., Hiatt-Michael, D.B. (Eds.) Promising Practices for Engaging Families in Literacy. Charlotte, NC: IAP Press.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

2010 Steinhardt School Nominee for the U-wide Distinguished Teaching Excellence Award, NYU

**Jordana Mendelson, Associate Professor, and Director of Undergraduate Studies (Advisor to LAS**

**majors), Department of Spanish and Portuguese**

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** PhD 1999, MA 1993 History of Art Yale U; BA 1992 Art History, Boston U

**NUMBER OF ADVISEES:** 3

**FOREIGN LANGUAGE COMPETENCE:** Spanish 4 Catalan 2 French 1

**RESEARCH/TEACHING SPECIALIZATION:** 20<sup>th</sup> c. Iberian and transatlantic visual culture

**FIELD RESEARCH EXPERIENCE:** Spain

**AREA STUDIES COURSES:** SPAN-UA 625 Transatlantic Avant Gardes, CORE-UA 544 Cultures & Contexts: Spain

**RECENT PUBLICATIONS:**

Forthcoming: "Advertising the Revolution" in *Traces, Flashes and Vision in Spanish and Latin American Photography*, eds. Andrea Noble and Antonio Sánchez.

2013 "Archival Excursions: Across the Atlantic and Into the Museum" for edited anthology on *Contemporary Transatlantic Dialogues: Art History, Criticism, and Exhibition Practices in Spain and the United States*, ed. Robert Lubar and María Dolores Jiménez-Blanco. (Madrid: CEEH, 2013). 20 pages. On-line publication: [http://www.ceeh.es/media/docs/dialogos\\_trasatlanticos\\_web.pdf](http://www.ceeh.es/media/docs/dialogos_trasatlanticos_web.pdf)

2012 *Encounters with the 1930s*. Ed. Madrid; Museo Nacional Centro de Arte Reina Sofia and La Fábrica, 2012. (published simultaneously as *Encuentros con los años 30*). [432 pages]

*Postcards: Ephemeral Histories of Modernity*. Ed with David Prochaska. Penn State U Press, 2010.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Sally Merry, Silver Professor, Professor of Anthropology, Faculty Director, Department of Anthropology**

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** PhD 1978, Brandeis, MA 1967, Yale, BA 1966, Wellesley

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** N/A

**RESEARCH/TEACHING SPECIALIZATION:** Anthropology of law; human rights; colonialism; transnationalism; gender and race; US, forms of governance and audit culture, governmentality.

**FIELD RESEARCH EXPERIENCE:** N/A

**AREA STUDIES COURSES:** ANTH-UA 331 Human Rights & Culture, ANTH-GA 3922 Gender, Culture & Human Rights

**RECENT PUBLICATIONS:**

2012 *Governance by Indicators: Global Power through Classification and Ranking*. Kevin Davis, Angelina Fisher, Benedict Kingsbury, and Sally Engle Merry, eds. Oxford U Press.

2012 "Measuring the World: Indicators, Human Rights, and Global Governance." Chapter 7 in *Law in Transition: Human Rights, Development and Transitional Justice*. Zumbansen Buchanan, eds.

2012 "Anthropology and Law" in *The Sage Handbook of Social Anthropology*, Association of Social Anthropologists of the UK and Commonwealth. Richard Fardon, et al., eds. Volume 1, pp. 105-120. London: Sage Publications.

2011 "Measuring the World: Indicators, Human Rights, and Global Governance" *Corporate Lives: New Perspectives on the Social Life of the Corporate Form*. Damani Partridge, Marina Welker, Rebecca Hardin, eds. Wenner-Gren Symposium Series. *Current Anthropology*, Vol. 52, Supplementary Issue 3: S83-S95.

2011 "Derechos humanos, genero y nuevos movimientos sociales: Debates contemporaneos en antropologia juridica." (Human rights, gender, and new social movements: Contemporary debates in legal anthropology). Pp. 261-291 in "Justicia y diversidad en América Latina: Pueblos indígenas ante la globalización." Victoria Chenaut, et eds. CIESAS Mexico, FLASCO-Ecuador.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** 2012 Australian National U, Distinguished Visitor under special grant to Research School of Asia and the Pacific; 2010. J.I. Staley Prize from the School of Advanced Research for Human Rights and Gender Violence.

**Lina Meruane, Master Teacher, Liberal Studies Program**

YR. OF APPOINTMENT: 2013

EDUCATION: PhD Spanish and Portuguese, New York U 2008

NUMBER OF ADVISEES: N/A

FOREIGN LANGUAGE COMPETENCE: Spanish

RESEARCH/TEACHING SPECIALIZATION: Latin American Literatures and Cultures; Gender Studies & Feminism; Disease Studies; Global & Local Debates; Creative Writing

FIELD RESEARCH EXPERIENCE: Chile

AREA STUDIES COURSES: LAGC-UF 101 Latin American Cultures, CFIII-UF 103 Cultural Foundations

RECENT PUBLICATIONS:

2012 *Viajes Virales: la Crisis del Contagio Global en la Narrativa Latinoamericana*. [Viral Voyages: Latin American Aids Fiction and the Crisis of Global Contagion] Fondo de Cultura Económica. 2012

2012 *Un Lugar Donde Caerse Muerta*. [A Leg to Stand On] Play. Bilingual edition. Diaz Grez Editors, New York. 2012

2012 *Sangre en el Ojo* (Novel). Caballo de Troya, Spain; Mondadori, Chile; Eterna Cadencia, Argentina. 2012

2010 *Las Infantas* (Short Stories). Planeta, Chile, 2000; Eterna Cadencia, Argentina, 2010

PERCENTAGE OF TIME: 25

RECENT AWARDS:

Sor Juana Inés de la Cruz Novel Prize, Mexico, 2012

Anna Seghers Literature Prize, Germany, 2011

National Endowment for the Arts. Literature Fellowship, US, 2010

**David Montgomery, Clinical Assistant Professor, Steinhardt School of Culture, Education and Human Development; Advisor for the Program in Educational Theatre's dual certification degree in Theatre and Social Studies, (ETSS)**

YR. OF APPOINTMENT:

EDUCATION:

NUMBER OF ADVISEES: 6

FOREIGN LANGUAGE COMPETENCE: Spanish 3

RESEARCH/TEACHING SPECIALIZATION: Drama Pedagogy; Arts Partnerships; Integrated Arts Teacher EDUCATION; Qualitative Research; Applied Theatre

FIELD RESEARCH EXPERIENCE: U.S. (Puerto Rico)

AREA STUDIES COURSES: MPAET-GE 2151 Theatre Practices: Leaders in Educational Theatre (taught in Puerto Rico)

RECENT PUBLICATIONS:

[Books]

2012 Landy, Robert J., and David T. Montgomery. Theatre for Change: EDUCATION, Social Action and Therapy. New York: Palgrave Macmillan, 2012. Print.

[Directed]

2012 Shakespeare's *Much Ado About Nothing* (2012, LFS)

2011 Shakespeare's *The Winter's Tale* (2011, LFS)

2011 *Walking Toward America* by Sandra Fenichel Asher (2011, NPYA and 2012, Theatre of the Seventh Sister, Lancaster, PA)

PERCENTAGE OF TIME: 25

RECENT AWARDS: N/A

**Edgardo Perez Morales, Assistant Professor/Faculty Fellow, Center for Latin American and Caribbean Studies**

**YR. OF APPOINTMENT:** 2013

**EDUCATION:** PhD History, U of Michigan 2013, MA U Andina Simón Bolívar 2007, BA U Nacional de Colombia 2005.

**NUMBER OF ADVISEES:** 4

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, French 2

**RESEARCH/TEACHING SPECIALIZATION:** Social and political history of Colombia and its connections with the Caribbean Islands; Political revolution and slave emancipation in Colombia

**FIELD RESEARCH EXPERIENCE:** Ecuador, Colombia, Jamaica, Cuba

**AREA STUDIES COURSES:** LATC-GA 1001 Intro to Latin American and Caribbean Studies:Iberian Atlantic and Colonial History, LATC-GA 1020: The Social Dynamics of Citizenship in Latin America & the Caribbean, FRSEM-UA 538 Pirates, Privateers & Other Maritime Renegades of the Caribbean

**RECENT PUBLICATIONS:**

2012 *El gran diablo hecho barco. Corsarios, esclavos y revolución en Cartagena y el Gran Caribe. 1791-1817* (Bucaramanga: Universidad Industrial de Santander, 2012).

2012 *Naturaleza, paisaje y sociedad en la experiencia viajera. Misioneros y naturalistas en América Andina durante el siglo XVIII* (Quito: Universidad Andina Simón Bolívar, Corporación Editora Nacional, 2012).

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

Visiting Scholar, MA program in History, Universidad del Cauca, Popayán-Colombia. June 2011.

**Michelle Munson, Associate Professor of Social Work; Faculty and Researcher, Center for Latino Adolescent and Family Health; Faculty Fellow, Silver School of Social Work**

**YR. OF APPOINTMENT:** 2012

**EDUCATION:** PhD Washington U, 2005, MSW U of Minnesota 1999, BA U of Wisconsin 1992.

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** N/A

**RESEARCH/TEACHING SPECIALIZATION:** Mental health services and interventions research; influence of adult role models; service use decisions; and transition to adulthood among vulnerable populations

**FIELD RESEARCH EXPERIENCE:**

**RECENT PUBLICATIONS:**

2013 "Emerging Adulthood Among Former System Youth: The Ideal Versus the Real," with Lee, B.R., Miller, D., Cole, A. & Nedelcu, C. Children in *Youth Services Review*, 35, 923–929.

2012 "Static, Dynamic, Integrated and Contextualized: A Framework for Understanding Mental Health Service Use among Young Adults," with Jaccard, J., Smalling, S.E., Kim, H. & Werner, J.J., & Scott, L.D., Jr. in *Social Science and Medicine*.

2010 "A steady presence in the midst of change: Nonkin natural mentoring relationships among older youth exiting foster care," with Smalling, S., Spencer, R., Scott, L.D., Jr., & Tracy, E.M in *Children and Youth Services Review*, 32(4), 527–535.

2010 "Are health beliefs related to adherence among adolescents living with mood disorders?" with Floersch, J.E., & Townsend, L. in *Administration and Policy in Mental Health and Mental Health Services Research*, 37(5), 408–416.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:**

Council Member, Citizens' Committee for Children of New York City, Inc., NY, 11–Present

Research Fellow, Summer Institute on Youth Mentoring, Portland State U, OR, 11



**Madeline A. Naegle, Professor, College of Nursing**

**YR. OF APPOINTMENT:** N/A

**EDUCATION:** PhD, New York University Division of Nursing Steinhardt School 1980; MA, New York University Division of Nursing Steinhardt School 1967; BSN Nazareth College of Rochester 1964.

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** N/A

**RESEARCH/TEACHING SPECIALIZATION:** Psychiatric-mental health nursing, addictions, international/global education

**FIELD RESEARCH EXPERIENCE:**

Professor Madeline Naegle is co-investigator with Professors Sonia Soares and Elenice Lima of the School of Nursing, Federal University of Minas Gerais, Belo Horizonte, Brazil, in a demographic survey on older adults living in the region. The study correlates health behaviors with WHO defined quality of life and health indicators. The study is central to an ongoing collaboration between the NYUCN WHOCC and the School of Nursing, FUMG to strengthen research and practice with older adults.

**RECENT PUBLICATIONS:**

2012 "Substance misuse and alcohol use disorders." In M. Boltz, E. Capezuti, T. Fulmer, & D. Zwicker (Eds.), *Evidence-based geriatric nursing protocols for best practice* (4th ed.), (pp. 516-543). New York: Springer.

2011 "The attending nurse: An evolving model for integrating nursing education and practice," with Fulmer, T., Cathcart, E., Glassman, K., Budin, W., in *Open Nursing Journal*, 5, 9-13.

2011 "Substance use disorders in registered professional nurses." In J.J. Fitzpatrick, & M.W. Kazer (Eds.), I (3rd ed.), (pp. 497-500). New York: Springer.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:**

2010, Anderson J. Spickard, Jr. Excellence in Mentorship Award, Association of Medical Educators and Researchers in Substance Abuse

**Gabriel Natividad, Associate Professor, Management and Organizations**

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** PhD, U of California, Los Angeles (UCLA), 2008; MA, UCLA, 2005; BA, Universidad del Pacifico, Lima, Perú, 1999

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Economics of strategy, real consequences of information and finance; entertainment, banking, microfinance, fishing, superstore retailing.

**FIELD RESEARCH EXPERIENCE:** Central & South America (15 different countries)

**RECENT PUBLICATIONS:**

Forthcoming: Business microloans for U.S. subprime borrowers (joint with Cesare Fracassi, Mark Garmaise, and Shimon Kogan). *Journal of Financial and Quantitative Analysis*, forthcoming.

Forthcoming: Integration and productivity: Satellite-tracked evidence. *Management Science*, forthcoming

2013 "Cheap credit, lending operations and international politics: The case of global microfinance (joint with Mark Garmaise)." *The Journal of Finance* 68: 1551-1576

2013. "Financial capacity and discontinuous investment: Evidence from emerging market multibusiness firms," in *The Review of Financial Studies* 26: 2375-2410

2013 "Multidivisional strategy and investment returns," *Journal of Economics & Management Strategy* 22: 594-616

2013 "Financial slack, strategy, and competition in movie distribution," *Organization Science* 24: 846-864.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:**

2014 CLACS NYU Field Research Grant

**Patricio Navia, Adjunct Professor, CLACS; Master Teacher, Liberal Studies**

**YR. OF APPOINTMENT:** 2004

**EDUCATION:** PhD New York U 2003, MA U of Chicago 1994, BA U of Illinois at Chicago 1992

**NUMBER OF ADVISEES:** 4

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Portuguese 3

**RESEARCH/TEACHING SPECIALIZATION:** Democratization, Public opinion, Elections, Political parties.  
Chile, South America

**FIELD RESEARCH EXPERIENCE:** Chile, Argentina, Peru, Mexico

**AREA STUDIES COURSES:** GLOB1-GC1100 Inside Latin America; GLOB1-GC 3900 Government & Politics of Latin America, LAGC-UF 101 Latin American Cultures, AGCI-UF 9301 Advanced Global Cultures, GLOB1-GC 2185: Chile: Democracy of Institutions and Social Market-Friendly Development

**RECENT PUBLICATIONS:**

2013 *Ecos mundiales del golpe de estado. Escritos sobre el 11 de septiembre de 1973* (edited with Alfredo Joignant), Ediciones Universidad Diego Portales, 2013.

2013 *Intermedios. Medios de comunicación y democracia en Chile* (edited with Arturo Arriagada), Ediciones Universidad Diego Portales.

2012 *Democracia municipal en Chile, 1992-2012* (edited with Mauricio Morales), Ediciones Universidad Diego Portales, 2012.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Judith Némethy, Clinical Associate Professor of Spanish and Portuguese**

**YR. OF APPOINTMENT:** 1992

**EDUCATION:** PhD, U of Szeged 2000; MLS., Syracuse U 1982; BA, Rutgers U 1976.

**NUMBER OF ADVISEES:** n/a

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Hungarian 5, French 5, German 4, Italian 3

**LANGUAGE PEDAGOGY CERTIFICATION:** ACTFL Certified Language Examiner, Spanish

**RESEARCH/TEACHING SPECIALIZATION:** Foreign language methodology; second language acquisition, curricular training, ethnic and minority studies; émigré literature. Designed and taught: Methodology of Spanish Language Teaching; all Spanish language courses from Elementary to Advanced; Approaches to Spanish and Spanish American Literary Texts; History of Hungarian Emigration to South America.

**FIELD RESEARCH EXPERIENCE:** Spain, Argentina

**LANGUAGE AND AREA STUDIES COURSES:** SPAN-UA 100 Advanced Grammar and Composition, SPAN-UA 355 Is Spanish One Language? (in Spanish); SPAN-UA 9355: Is Spanish One Language? (in Spanish), in Buenos Aires; SPAN-GA 1120: Methodology of Spanish Language Teaching; SPAN-UA 1 Spanish for Beginners Level 1; SPAN-UA 2: Spanish for Beginners - Level

**RECENT PUBLICATIONS:** NA

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Shondel Nero, Associate Professor, Teaching and Learning**

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** EdD Columbia U 1997; EdM Columbia U 1994; MA Columbia U 1990; BA Concordia U Montréal, Canada, 1984.

**NUMBER OF ADVISEES:** 0

**FOREIGN LANGUAGE COMPETENCE:** Spanish 3, French 4

**RESEARCH/TEACHING SPECIALIZATION:** Teaching English as a Second Language, Teaching Standard English as a Second Dialect, Sociolinguistics, Language and Identity, Creole Linguistics, Anglophone Caribbean Language and Culture

**FIELD RESEARCH EXPERIENCE:** Anglophone Caribbean and Dominican Republic

**AREA STUDIES COURSES:** LANED-GE 2005: Intercultural Perspectives in Multicultural Education, LANED-GE 2800: Advanced Research Seminar: TESOL/Foreign Language and Bilingual Education; LANED-GE 2206: Second Language Theory and Research;

**RECENT PUBLICATIONS:**

Forthcoming: *De facto* language education policy through teachers' attitudes and practices: A critical ethnographic study in three Jamaican schools. *Language Policy*.

Forthcoming: Classroom encounters with Caribbean Creole English: Language, identities, and pedagogy. In A. Mahboob & L. Barratt (Eds.). *Englishes in multilingual contexts: Language variation and Education*. New York: Springer.

2014 *Vernaculars in the classroom: Paradoxes, pedagogy, possibilities*. With Ahmad, D. NY: Routledge.

2013 "Varieties of English in the Caribbean". In C.A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 6072-6074). Wiley-Blackwell.

2012 "Racial/ethnic segregation and Caribbean language in New York City schools". *Caribbean Journal of Education* 34(1&2).1-38.

2012 Languages without borders: TESOL in a transient world. *TESL Canada Journal* 29 (2), 143-154.

2012 "Productive paradoxes: Vernacular use in the teaching of composition and literature". With Ahmad, D. *Pedagogy* 12 (1), 69-95.

2010 "Language, literacy, and pedagogy of Caribbean Creole English speakers." In M. Farr, L. Seloni, & J. Song (Eds.). *Ethnolinguistic diversity and Education: Language, literacy, and culture* (pp. 212-240). New York: Routledge/Taylor and Francis.

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:** 2011-2012: Council for International Exchange of Scholars - Fulbright Scholarship to U of the West Indies, Jamaica.

**Kelly Newlin, Assistant Professor, College of Nursing**

**YR. OF APPOINTMENT:** 2009

**EDUCATION:** PhD, Yale U

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 3

**RESEARCH/TEACHING SPECIALIZATION:** Culturally tailored diabetes care and Education for minority populations, both nationally and internationally, in partnership with faith-based organizations.

**FIELD RESEARCH EXPERIENCE:** Nicaragua, Haiti, U.S.

Assistant Professor Kelley Newlin is working to translate scientific research into clinical practice for nurses and the ethnic minority patients they serve on the east coast of Nicaragua. Dr. Newlin founded three clinics linked to faith-based settings to treat underserved patients with chronic conditions such as diabetes and hypertension. She will examine the effectiveness of this model in reducing complications of the disease, such as blindness and amputation, in a rural Latin American setting.

**RECENT PUBLICATIONS:**

2013 "Quality Improvement Strategies for Diabetes Management Decrease HbA1c, Cholesterol and Blood Pressure, and Increase Screening for Disease Complications." *Evidence-Based Nursing* 16.3 (2013): 89-90. Web.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** 2010 E. Nursing Research Society Rising Star Researcher Award; 2010 Clinical Science Translational Institute "K" grant, NIH (NYU Medicine) for "Translating the Diabetes Prevention Program and Diabetes Self-Management Education into a Black American Faith-Based Setting."

**Pedro Noguera, Peter L. Agnew Professor of Education**

**YR. OF APPOINTMENT:** 2004

**EDUCATION:** PhD 1989 Sociology, U of California, Berkeley; MA, 1982, Brown U, BA 1981, Brown U

**NUMBER OF ADVISEES:** 5

**FOREIGN LANGUAGE COMPETENCE:** Spanish 3

**RESEARCH/TEACHING SPECIALIZATION:** Schools and the urban environment, education and economic and social development, education other countries, race and schooling, Immigration/Migration, Parents and schools, Leadership and school reform, Student achievement

**FIELD RESEARCH EXPERIENCE:** Caribbean, South and Central America, Venezuela, Barbados, Grenada

**AREA STUDIES COURSES:** SCA-UA 755 American Dilemmas: Race, Inequality, and the Unfulfilled Promise of American Education; TCHL-GE 3101 Topics Teaching and Learning: School & Race; TCHL-GE 2512: Research on Urban and Minority Education

**RECENT PUBLICATIONS:**

Dr. Noguera appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio and other national news outlets.

2014 *Schooling for Resilience: Improving the Life Trajectories of African American and Latino Males*, with Edward Fergus, Margary Martin (Harvard Education Press).

2011 *Understanding and Responding to the Disenfranchisement of Latino Males: Invisible No More*. With Noguera, P. A., Aida Hurtado and Edward Fergus (Eds.), New York: Routledge.

2011 *Closing the Achievement: From Research to Practice*. With A. Wade Boykin. Washington, D.C.: ASCD.

2011 "Factors Contributing to High Dropout Rates Among Black and Latino Males," with Meade, B. *Journal of Urban Education*.

2011 "Educational Attainment of Black Males: Views of Male Secondary School Students in Trinidad and Tobago" with Worrell, Frank in *The Caribbean Journal of Teacher Education and Pedagogy*, Vol. 2.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** 2014 Award for distinguished scholarship, Advanced Center for the Behavioral Sciences; 2014 Education Justice Award, Educational Law Center, Rutgers U; 2014 National Academy of Education, 2013 Kappa Delta Pi Laureate, 2013 Honorary Doctorate Lewis and Clark College, 2012 Honorary Doctorate, Metropolitan College of New York, 2011 Honorary Doctorate, Bank Street College

**Sonia Ospina, Associate Professor, Wagner School of Public Service**

**YR. OF APPOINTMENT:** 1989

**EDUCATION:** PhD 1989 SUNY Stony Brook; MS 1985 SUNY Stony Brook, 1985; BA 1978 Universidad Javeriana (Bogota, Colombia)

**NUMBER OF ADVISEES:** 2

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Public management reform, governance, leadership and collaborative problem-solving in public service, in the United States and Latin America, public mgmt. evaluation systems in Latin America

**FIELD RESEARCH EXPERIENCE:** Argentina, Chile, Colombia, Peru, Mexico

**AREA STUDIES COURSES:** PADM-GP 2186 Leadership and Social Transformation; PADM-GP 2125 Foundations of Nonprofit Management

**RECENT PUBLICATIONS:**

2011 *Popular Education In Political and Civic Leadership*. Edr., R. Couto. Vol II. Thousand Oaks: Sage. Second Author with W. El Hadidy and A Hofman-Pinilla

2010 "Building Bridges from Margins: The Work of Leadership in Social Change Organizations," with E. G. Foldy in *The Leadership Quarterly*.

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:**

Present: Research Grant. AVINA Foundation, Latin America

Fellow of the U.S National Academy of Public Administration (NAPA). 2012.

**Anabela Inés Pak, Language Lecturer, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2006

*EDUCATION:* M.Phil. 2007 Columbia U; MA 2004 Columbia; BA 2002 U of Houston

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Korean 4, French 2

*LANGUAGE COURSES:* SPAN-UA 1 Spanish for Beginners, Level I SPAN-UA 2 Spanish for Beginners Level II, SPAN-UA 4 Intermediate Spanish II, SPAN-UA 111 Advanced Spanish for Spanish - Speaking Students

*RESEARCH/TEACHING SPECIALIZATION:* Latin American and Latino Literature, Foreign Language Methodology.

*FIELD RESEARCH EXPERIENCE:* N/A

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Emiliano Pagnotta, Assistant Professor, Stern School of Business**

*YR. OF APPOINTMENT:* 2009

*EDUCATION:* PhD Northwestern U; M.A., Universidad de San Andres, Argentina; BA Universidad de Buenos Aires, Argentina

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Industrial Organization of Financial Markets, Liquidity, Asset Pricing, and Economics of Information, Microstructure, Financial Innovation and Regulation

*FIELD RESEARCH EXPERIENCE:* Argentina

*AREA STUDIES COURSES:* UB.0002.03: Foundations of Financial Markets; COR1-GB.2311.31: Foundations of Finance (Langone MBA).

*RECENT PUBLICATIONS:*

Forthcoming: Speed, Fragmentation, and Asset Prices (under review)

Forthcoming: Central Clearing and Asset Prices (with Albert Menkveld and Marius Zoican, under review)

Forthcoming: Information and Liquidity Trading at Optimal Frequencies (new version coming soon)

Forthcoming: Are Measures of Private Information Informative? (in progress, with Marcin Kacperczyk)

Forthcoming: The Anatomy of Insider Trading Crime (in progress, with Marcin Kacperczyk)

2012 *Speed Competition and Fragmentation in Financial Markets* (Fall 2012), Center for the Study of Financial Regulation, U of Notre Dame.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

The Smith Richardson Foundation Grant (\$50,000) with Thomas Philippon 2010

**Giselle Pardo, Senior Research Coordinator and Clinical Supervisor, McSilver Institute for Poverty Policy and Research, Adjunct Lecturer, Silver School of Social Work**

*YR. OF APPOINTMENT:* 2011

*EDUCATION:* MPH New York U, 2011; MSW Fordham U, 1994; BA New York U, 1990

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Issues of trauma, domestic violence and chronic illness specifically HIV/AIDS. Senior research coordinator for Champ+ Argentina, a community-based mental health intervention for HIV infected youth and caregivers.

*FIELD RESEARCH EXPERIENCE:* Argentina, Liberia

*AREA STUDIES COURSES:* Study abroad in Argentina. Cultural, Social, Clinical and Organizational Perspectives on Trauma: Argentina, and Macro Practice, Policy, and Social Movements from a Global Perspective with a Focus on Argentina and the United States, and Global Health Mental Health Care Practice (Winter and Summer session courses in Buenos Aires for MA, undergraduate and alumni of Social Work, Public Health, Education and Psychology).

*RECENT PUBLICATIONS:*

2012 Alicea, Stacey, Gisselle Pardo, Kelly Conover, Geetha Gopalan, and Mary McKay. "Step-Up: Promoting Youth Mental Health and Development in Inner-City High Schools." *Clinical Social Work Journal* 40.2 (2012): 175-86. Web.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* N/A

**Gary Parker, Deputy Director McSilver Institute for Poverty Policy and Research, Adjunct Lecturer, NYU Silver School of Social Work**

*YR. OF APPOINTMENT:* 2011

*EDUCATION:* MSW Hunter College, 2000; BA Brooklyn College, 1997

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* N/A

*RESEARCH/TEACHING SPECIALIZATION:* Community organization and social work

*FIELD RESEARCH EXPERIENCE:* Argentina

*AREA STUDIES COURSES:* Cultural, Social, Clinical and Organizational Perspectives on Trauma: Argentina, and Macro Practice, Policy, and Social Movements from a Global Perspective with a Focus on Argentina and the United States, and Global Health Mental Health Care Practice (Winter and Summer session courses in Buenos Aires for MA, undergraduate and alumni of Social Work, Public Health, Education and Psychology).

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* N/A

**Marta Peixoto, Associate Professor, Spanish and Portuguese**

**YR. OF APPOINTMENT:** 1991

**EDUCATION:** PhD, Princeton U, 1977; BA/M.A, Brown U, 1970

**NUMBER OF ADVISEES:** 1

**FOREIGN LANGUAGE COMPETENCE:** Portuguese 5, Spanish 4, French 3

**RESEARCH/TEACHING SPECIALIZATION:** Brazilian literature, gender studies, urban studies, the city in Brazilian literature and culture, documentary film

**FIELD RESEARCH EXPERIENCE:** Brazil

**AREA STUDIES COURSES:** PORT-GA 2968: Special Topics in Brazilian Literature; PORT-UA850: Brazilian Poetry and Song, PORT-UA 830.001 Brazilian Short Story (in Portuguese); DRLIT-UA 851: Narrating Poverty: Brazilian Fiction & Film; PORT-UA 701: Topics in Brazil Studies; G87.2967: Machado de Assis; PORT-UA 706: The New Documentary in Brazil; G87.2967: Clarice Lispector

**RECENT PUBLICATIONS:**

2014 "Eros, Love and the (Anti-)Lyric in João Cabral," *Portuguese Studies*, vol. 30, no. 2, 2014 (forthcoming).

2012 "Contemplando a dor dos outros: a pobreza urbana em Clarice Lispector" in *Literatura Brasileira sem Fronteiras*, ed. Vania Pinheiro Chaves. Lisboa: CLEPUL, 2012.

2011 "Urban Violence and the Politics of Representation in Recent Brazilian Film," in *Meanings of Violence in Latin America*, ed. Gabriela Polit and María Helena Rueda. New York: Palgrave Macmillan, 2011.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Juan Piñon, Assistant Professor, Media, Culture and Communication, Steinhardt School of Culture, Education and Human Development**

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** PhD, U of Texas at Austin, 2007; MA, Universidad Iberoamericana en Santa Fe, Mexico City, 1996; BA, Universidad Autónoma Metropolitana, Xochimilco, Mexico City, 1986

**NUMBER OF ADVISEES:** 1

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Globalization and International Communication; Television Studies; Latin American and Latino Television; Industrial and Institutional Approaches, Political Economy and Cultural Economy; Race and Representations; Communication Theory; Television and Video Production; Media Projects, Social Construction of Technology; Discourse Analysis, Ethnography and Qualitative Methods

**FIELD RESEARCH EXPERIENCE:** Caribbean, S. America, Mexico, and U.S. Latino

**AREA STUDIES COURSES:** MCC-GE2167: Transnational Media Flows; MCC-UE1022: Latino Media; E59. 1011: Media and Migration; MCC-GE2900: Thesis in Media, Culture, and Communication

**RECENT PUBLICATIONS:**

2014 "Corporate articulations of transnationalism: the U.S. Hispanic and Latin American television industries," In A. Dávila, and Y. Rivero (Eds.). *Contemporary Latin@/Latin American Media*. New York, NY: New York U Press. (In Press)

2013 "A multilayered transnational broadcasting television industry: The case of Latin America." *International Communication Gazette* 76(3).

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

2009 Best Paper Award Pinon, J. "The unexplored site of distribution and the challenges of building a national television network within the U.S. Latino field: the case of Azteca America" Paper presented at the 2<sup>nd</sup> International Conference on the State of the Spanish Language Media and other Latino Media related, at the Texas State U, San Marcos TX. Paper: The Center of the Study of Latino Media Markets, and Texas State U, San Marcos Texas, February 19-21, 2009.

2009 Awarded Paper, Pinon, J. "Producing the audience: the case of Azteca America." Paper presented at the Hispanic Media and Audiences: Professional and Academic Perspectives. Presented in "Hispanic Media and Audiences: Professional and Academic Perspectives" Colloquium at the Texas Tech U, Lubbock TX, April 3 2009.

**Millery Polyné, Assistant Professor, Gallatin**

YR. OF APPOINTMENT: 2007

EDUCATION: PhD U of Michigan 2003; MAU of Michigan 1997; BA Morehouse College 1996

NUMBER OF ADVISEES: 25

FOREIGN LANGUAGE COMPETENCE: Haitian Krèyol 4, French 3

RESEARCH/TEACHING SPECIALIZATION: History and Human Rights in post-1930 Caribbean; History and sports in Jamaica, Brazil and Cuba.

FIELD RESEARCH EXPERIENCE: Haiti, Cuba and Dominican Republic

AREA STUDIES COURSES: IDSEM-UG1493: Sports, Race and Politics ; IDSEM-UG1482: Consuming the Caribbean; IDSEM-UG1503: American Poetics: Inventions and Intimate Dialogues in the Making of the Hemisphere; IDSEM-UG1471: Black Intellectual Thought in the Atlantic World; CPRE-GG2115: Review of the Literature

RECENT PUBLICATIONS:

In progress: Editor, With Laurent Dubois, Kaiama Glover, et. al., eds. *The Haiti Reader* (Forthcoming with Duke U Press, 2015).

2013 Editor, *The Idea of Haiti: Rethinking Crisis and Development* (Minneapolis: U of Minnesota Press, May 2013. Author introduction, "To Make Visible the 'Invisible Epistemological Order:' History, Singularity and Newness."

2011 *From Douglass to Duvalier: U.S. African Americans, Haiti, and Pan Americanism, 1870-1964*, 2011: U Press of Florida, New World Diasporas Series, 2010. Second printing 2011.

PERCENTAGE OF TIME: 75

RECENT AWARDS:

NYU Center for Latin American and Caribbean Summer 2012-2013 Studies Faculty Grant Research Project: *A Better Destiny: Human Rights, Caribbean Exiles and Dictatorship during the Cold War*.

**Mary Pratt, Silver Professor, Spanish and Portuguese**

YR. OF APPOINTMENT: 2003

EDUCATION: PhD, Stanford Univ., 1975; MA, Univ. of Illinois, 1971; BA, Univ. of Toronto, 1970

NUMBER OF ADVISEES: 4

FOREIGN LANGUAGE COMPETENCE: Portuguese 4, Spanish 5, French 2, Latin 2, German 2

RESEARCH/TEACHING SPECIALIZATION: Latin American literature since 1800, postcolonial criticism and theory, cultural studies, women and print culture in Latin America, literary theory, discourse and ideology, travel literature, literature and colonialism, Latin American cultural theory, modern prose fiction

FIELD RESEARCH EXPERIENCE: Mexico, Peru, Guatemala

AREA STUDIES COURSES: SPAN-UA541: Topics in Latino Studies SPAN-UA 551.003 TPCS: Language and Empire in the Americas; G95.2968: Pensamiento Latino Americano; G10.1014: Politics of Desire: Thinking Present Through Latin America; SPAN-GA2891: Guided Individual Readings

RECENT PUBLICATIONS:

2011 "La antropología y la desmonopolización del pensamiento social," *Antropología ahora: Debates sobre la alteridad*, eds. A. Grimson, S. Merenson, G. Noel, BsAs: Siglo XXI, 2011

2010 "Los Quedados," in *Los viajeros y el Río de la Plata: Un siglo de escritura*

2009 "Harm's Way: Language and War," PMLA Special issue on War, 2009.

2009. "'Cuando nosotros llegamos los indios ya se habían ido': Postcoloniality and Contemporary Indigeneity," forthcoming in Robert Young and Rajeswari Sunder Rajan, eds. *A Companion to Postcolonial Studies*, forthcoming.

2009 "Prologo", Lucia Rayas Velasco, *Armadas, un análisis del género desde el cuerpo de las mujeres comatientes*, Colegio de Mexico.

2008 Acosta et al, eds. *Literatura, prácticas críticas y transformación cultural*. Bogota: JALLA, 49-64,

2008 "Improvisation" (poem) *American Journal of Nursing*, Fall, 2008.

2008 "Planetary Longings" *World Writing*, ed. Mary Gallagher. Toronto: U of Toronto Press.

PERCENTAGE OF TIME: 100

RECENT AWARDS: N/A



**Adam Przeworski, Carroll and Milton Petrie Professor in European Studies, Politics**

**YR. OF APPOINTMENT:** 1995

**EDUCATION:** PhD Sociology, Polish Academy of Science, 1967; PhD, Northwestern U, 1966; MA, U of Warsaw, 1966

**NUMBER OF ADVISEES:** 3

**FOREIGN LANGUAGE COMPETENCE:** Polish 5, Spanish 4, French 4, Russian 3, Portuguese 3

**RESEARCH/TEACHING SPECIALIZATION:** Comparing processes of democratization and economic liberalization in varied world regions, including Latin America and Eastern Europe

**FIELD RESEARCH EXPERIENCE:** Latin America, France, Argentina, Brazil, and Poland

**AREA STUDIES COURSES:** POL-GA2424: Politics of Economic Growth; G53.3501: Comparative Politics Semar: Studying Political History; G53.3500: History of Democracy

**RECENT PUBLICATIONS:**

2012 *Democracia y Socialdemocracia: Homenaje a José Mariá Maravall*. Madrid: Centro de Estudios Políticos y Constitucionales. (Co-editor).

2012 "Democracia y elecciones: en defense del 'electoralismo.'" In Adam Przeworski and Ignacio Sánchez-Cuenca (eds.), *Democracia y socialdemocracia*. Madrid: Centro de Estudios Políticos y Constitucionales. Pages 3-21.

2011 "Latin American Political Regimes in Comparative Perspective." In Peter Kingstone and Deborah J. Yashar (eds.), *Routledge Handbook of Latin American Politics*. New York: Routledge. Pages 542-564.

2011 "Dinero, política y democracia." In *Organización de los Estados Americanos, Política, Dinero y Poder*. México: Fondo de Cultura Económica. Pages 67-88.

2011 "Samorządność Naszych Czasów." In Marta Bucholc et al.(eds), *Polska Po 20 Latach Wolności*. Warszawa: WUW. Pages 27-53.

2011 With Tamar Asadurian, and Anjali Thomas Bolhken. "The Origins of Parliamentary Responsibility." In Tom Ginsburg (ed.), *Comparative Constitutional Design*. New York: Cambridge U Press.

2011 "Divided We Stand? Democracy as a Method of Processing Conflicts." *Scandinavian Political Studies* 34: 168-182.

2010 *Democracy and the Limits of Self Government*. New York: Cambridge U Press, Published simultaneously in Spanish as *Que Esperar de La Democracia*. Buenos Aires: Siglo XXI.

2010 With Benhabib, Jess. "Economic Growth under Political Accountability." *International Journal of Economic Theory* 6: 77-95.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:**

2012 Honorary Professor, Chongqing U

2010 Lawrence Longley Article Award, Political Representation Section, APSR

2010 Johan Skytte Prize

**Luis Ramos, Master Teacher, Liberal Studies**

**YR. OF APPOINTMENT:** 2011

**EDUCATION:** PhD U of California at Berkeley 2010; BA Georgetown U 2003

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Transnational approaches to New World studies; Anglophone, Francophone and Hispanic Caribbean fiction; Latin American and U.S. Latina/o literatures; and transatlantic political thought.

**FIELD RESEARCH EXPERIENCE:** Guyana, Venezuela

**AREA STUDIES COURSES:** LAGC-UF 101: Latin American Cultures, CFI-UF 9103: Cultural Foundations I and CFII-UF 9104: Cultural Foundations II

**RECENT PUBLICATIONS:**

Forthcoming: *Ambiguous Allegiances: Imagining New World Literature and Culture in the Guiana Highlands*

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:** N/A

**Mariano J. Rey, Senior Associate Dean for Community Health; Assistant Professor of Medicine and Physiology and Neuroscience, New York U School of Medicine**

YR. OF APPOINTMENT: 1981

EDUCATION: MD, NYU 1976, BA Columbia 1972

NUMBER OF ADVISEES: 0

FOREIGN LANGUAGE COMPETENCE: Spanish 5

RESEARCH/TEACHING SPECIALIZATION: 2000-2002 Associate Dean of Student Affairs, NYU; 2000-2004 Director, Institute for Urban and Global Health; 2000-2006 Director, Master Scholars Program; 2002-2006 Senior Associate Dean for Student Affairs; 2004-2006 Director, Centers for Health Disparities Research; 2006-ongoing Director, Institute of Community Health and Research; 2006-ongoing Senior Associate Dean for Community Health

FIELD RESEARCH EXPERIENCE: Latin America, general

AREA STUDIES COURSES: N/A

RECENT PUBLICATIONS:

2014 "Protocol for the DREAM Project (Diabetes Research, *Education*, and Action for Minorities): a randomized trial of a community health worker intervention to improve diabetic management and control among Bangladeshi adults in NYC Islam", Nadia; Riley, Lindsey; Wyatt, Laura; Tandon, S Darius; Tanner, Michael; Mukherji-Ratnam, Runi; Rey, Mariano; Trinh-Shevrin, Chau. *BMC Public Health*. 14(1):177-177.

2014 "A community health worker intervention to improve management of hypertension among Filipino Americans in New York and New Jersey: a pilot study". With Ursua, Rhodora A; Aguilar, David E; Wyatt, Laura C; Katigbak, Carina; Islam, Nadia S; Tandon, S Darius; Nur, Potri Ranka Manis Queano; Van Devanter, Nancy; Trinh-Shevrin, Chau. *Ethnicity & Disease*. Winter; 2014, 24(1):67-76.

2013 "Predictors of Hypertension Among Filipino Immigrants in the Northeast US". With Ursua, Rhodora A; Islam, Nadia Shilpi; Aguilar, David E; Wyatt, Laura C; Tandon, S Darius; Abesamis-Mendoza, Noilyn; Nur, Potri Ranka Manis Queano; Rago-Adia, Josephine; Iletto, Benjamin; Trinh-Shevrin, Chau. *Journal of Community Health*. Apr. (2013):847-855,

PERCENTAGE OF TIME: 25

RECENT AWARDS:

Chair, Panel on Cardiovascular Health Disparities – American College of Cardiology, 2008

Community Service Award – Society of Hispanic Mental Health Professionals, 2008

**Rubén Ríos Ávila, Professor of Spanish and Portuguese; Director, Program in Creative Writing in Spanish**

YR. OF APPOINTMENT: 2012

EDUCATION: 1983 PHD, 1978 MA Comparative Literature, Cornell U; 1974 BA, U Puerto Rico

NUMBER OF ADVISEES: 10

FOREIGN LANGUAGE COMPETENCE: Spanish 5, French 5

RESEARCH/TEACHING SPECIALIZATION:

AREA STUDIES COURSES: N/A

FIELD RESEARCH EXPERIENCE: Latin America, general

AREA STUDIES COURSES: SPAN-GA 2977 Queer Baroque: Poetry, Poetics and Politics of Hermetic Desire; SPAN-GA2891: Guided Individual Readings; SPAN-GA4103: Workshop in Creative Non-Fiction; SPAN-GA4001: Approaches to Narrative & Poetry; SPAN-GA2978: Special Topics in Latin American Literature; SPAN-GA4105: Variable Topics Workshop

RECENT PUBLICATIONS:

2013 "El Señor Cabeza", Preface, *La Cabeza*, Pedro Cabiya, New York, Zemi Editions, 2013, 1-17.

2013 "El Cuerpo de Todos Nosotros", *Coreografía Del Error: Conducta de Viveca Vásquez*, San Juan, Museo de Arte Contemporáneo de Puerto Rico, Catalogue (2013) 66-77.

2012 "Una Poética del Olvido", *80Grados*, Sept. 14, 2012.

2010 "Locas Barrocas: Néstor Perlongher y Pedro Lemebel", *Hotel Abismo*, 6, 2010, 120-130

2009 "Transitos del Sabor: Sobre la maquina de la salsa, de Juan Carlos Quintero", *Revista Iberoamericana*, 78, 2009, 1285-1287.

PERCENTAGE OF TIME: 100

RECENT AWARDS: N/A

**Fred Ritchin, Professor, Photography and Imaging (TISCH)**

YR. OF APPOINTMENT: 1991

EDUCATION: BA Yale, 1973

NUMBER OF ADVISEES: N/A

FOREIGN LANGUAGE COMPETENCE: French 5, Spanish 2

RESEARCH/TEACHING SPECIALIZATION:

Richtin is founding co-director with photographer Susan Meiselas of the NYU Tisch School of the Arts and Magnum Foundation's Program in Photography and Human Rights. He is former picture editor of *Horizon* and the *New York Times Magazine*, former executive editor of *Camera Arts* magazine, and the founding director of the photojournalism and documentary photography educational program at the International Center of Photography. He was curator of many exhibitions from "Contemporary Latin American Photographers" (1987) and "An Uncertain Grace: The Photographs of Sebastiao Salgado" (1990) to the recent "On Violence and Memory" (2013).

FIELD RESEARCH EXPERIENCE: Mexico, Brazil, and Central America

AREA STUDIES COURSES: N/A

RECENT PUBLICATIONS:

2013 *Bending the Frame: Photojournalism, Documentary, and the Citizen* (Aperture)

2013 Preface for *Unsettled / Desasosiego: Children in a World of Gangs/Los niños en un mundo de las pandillas*, by Donna DeCesare (UP Texas)

2010 Foreword for *In The Shadow of Power* by Venezuelan photojournalist Kike Arnal (Milano: Charta).

2010 *In Our Own Image: The Coming Revolution in Photography* (Aperture, 1990, 1999, 2010).

He has also contributed essays to *An Uncertain Grace: The Photographs of Sebastiao Salgado* (1990); *Mexico Through Foreign Eyes* (1993); *Sahel: The End of the Road by Sebastiao Salgado* (2004); and *Felice Beato: Photographer of the Eastern Road* (2010), among many others.

PERCENTAGE OF TIME: 25

RECENT AWARDS: 2012 lifetime achievement from the Documentary Photography Biennial, Tucumán, Argentina.

**Dylon Robbins, Assistant Professor, Department of Spanish and Portuguese**

YR. OF APPOINTMENT: 2011

EDUCATION: PhD, Princeton U, 2010; MA, Rice U; BA, U of Texas at Austin

NUMBER OF ADVISEES: N/A

FOREIGN LANGUAGE COMPETENCE: Portuguese 5, Spanish 5

RESEARCH/TEACHING SPECIALIZATION: Cultural and theoretical production of Brazil and Cuba; African Diasporas; intellectual and cultural histories, media, cinema, and popular music.

FIELD RESEARCH EXPERIENCE: Brazil, Cuba

AREA STUDIES COURSES: SPAN-UA 3045: Cultural History of Latin America; LATC-GA2590:

Interdisciplinary Seminar: Afro-Latin Soundscapes; SPAN-UA 551: Topics ; SPAN-UA 721: Topics;

LATC-GA2965: Em via de transe; PORT-GA2968: Special Topics in Brazilian Literature; FRSEM-UA

536: Race and Culture in Brazil; SPAN-GA 2978 Latin American and Caribbean Intellectual History

RECENT PUBLICATIONS:

Forthcoming: Translation of Wisnik, José Miguel, *Veneno remédio: o futebol e o Brasil*. Duke U Press

2011 "Notes on Popular Culture" (Notas sobre cultura popular). Originally published in the periodical *Arte em revista* Ano 2,3 (1980)(Sao Paolo: CEAC Universidade de Sao Paolo): 15-21. English Translation by Dylon Robbins

PERCENTAGE OF TIME: 100

RECENT AWARDS: N/A

**Renato Rosaldo, Lucie Stern Professor, Anthropology**

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** PhD Social Anthropology, Harvard U 1971; BA Spanish History and Literature, Harvard U.

**NUMBER OF ADVISEES:** 2

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Ilongot 4, French 3, Portuguese 1

**RESEARCH/TEACHING SPECIALIZATION:** Sociocultural anthropology history, society; island Southeast Asia, US Latinos and Latin America

**FIELD RESEARCH EXPERIENCE:** Mexico, US Latinos, South America

**AREA STUDIES COURSES:** SCA-UA541: Topics in Latino Studies; ANTH-GA3914: Reading in Anthropology; ANTH-UA321: Topical Seminar in Social and Cultural Anthropology; V14.800: Latino Expressive Culture & Literature; V55. 529: Cultures & Contexts: Contemporary Latino Cultures; SCA-UA 541: Topics in Latino Studies; AMST-GA3213: Topics

**RECENT PUBLICATIONS:**

2013 *The Day of Shelly's Death: The Poetry and Ethnography of Grief*. Duke University Press.

2007 Geertz's Gifts. *Common Knowledge* 13(2-3): 206-210.

2007 Co-editor (with Juan Flores) *Companion to Latino Studies*. New York: Blackwell's.

2006 Identity Politics: An Ethnography by a Participant. In *Identity Politics Reconsidered*. Ed. By Linda Martin Alcoff, Michael Hames-Garcia, Satya P. Mohanty, Paula M. L. Moya. New York: Palgrave Macmillan. Pp. 118-125.

2005 Forward: Defining Culture. In *Redefining Culture: Perspectives Across the Disciplines* ed. By John R. Baldwin, Sandra L. Faulkner, Michael L. Hecht, and Sherlyl L. Lindsley. Mahwah, New Jersey: Lawrence Erlbaum Pub., pp. ix-xiii.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:** N/A

**Marie Claire Rosenberg, Assistant Professor, College of Nursing**

**YR. OF APPOINTMENT:** 2009

**EDUCATION:** PhD Dartmouth College, 2008; MS Dartmouth College, 2004; MPA Clark U, 2002; BA U of Tel Aviv, Israel, 2000

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Patient outcomes measurement and evaluation, workforce issues, and health policy as related to nursing

**FIELD RESEARCH EXPERIENCE:** U.S.

**AREA STUDIES COURSES:** N/A

**RECENT PUBLICATIONS:**

2008 Flood AB, Rosenberg MC. Reflections on Improving Hospital Performance. *Health Services Research* 43(5:Part 1):1457-1463, 2008.

2009 Nelson W, Rosenberg MC, Goodrich M, Weiss J, New Hampshire Critical Access Hospital CEOs Report on Ethical Challenges. *Journal of Healthcare Management* Vol.54 (4) July/August 2009

Forthcoming: Nelson W, Rosenberg MC, McKenzie T., Weeks, B., The Presence of Ethics Programs in Rural Hospitals. *HealthCare Ethics Committee Forum* (Accepted for publication)

Forthcoming: Davies L, Rhodes L, Grosman D, Rosenberg MC, Stevens D, Decision Making in Head and Neck Cancer Care. *The Laryngoscope*. (Accepted for publication)

Forthcoming: Rosenberg, MC, Corcoran S, Kovner C, Brewer C, Commuting to Work: RN Travel Time to Employment in Rural and Urban Areas. (Revised and resubmitted for review with the *Journal of Rural Health*)

Forthcoming: Cline, D, Rosenberg MC, Kovner C, Brewer C, Hospital Based RNs' Perceptions of Quality Care. (Revised and resubmitted for review with *Qualitative Health Research*)

Forthcoming: Rosenberg MC, Davies L., Shipman SC., The Information Behind the Numbers: A Case Study of an Obesity Camp for Girls (Manuscript in preparation.)

Forthcoming: 2 manuscripts from dissertation work (Magnet Hospitals and Patient Outcomes in preparation. – Data needed to replicate analyses in April 2010, data reruns in process)

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** N/A

**Yumary Ruiz, Clinical Assistant Professor of Public Health, Steinhardt School of Culture,  
Education and Human Development**

**YR. OF APPOINTMENT:** 2010

**EDUCATION:** PhD 2006, Purdue U; MPH 2000, San Jose State U; BS 1996, U of California Los Angeles

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Immigrant Health; Minority Health; Latino/a Health;  
Workforce Development; Community Capacity Building; Global Public Health Leadership

**FIELD RESEARCH EXPERIENCE:** US. Her current scholarly and teaching interests are in the area of  
health disparities between racial/ethnic and migrant populations. Her current research explores the  
impact of migration on poor health outcomes among Mexican migrants residing in the New York  
metropolitan area.

**AREA STUDIES COURSES:** N/A.

**RECENT PUBLICATIONS:**

2012 Ruiz, Y, Matos, S, Kapadia, S., Islam, N., Cusack, A., Kwong, S., & Trinh-Shevrin, C. (2012).  
Lessons Learned from the Development of a Standardized, Core Competencies-Based Community  
Health Worker Training Program. *American Journal of Public Health*,

2010 Guttmacher, S., Kelly, P.J., & Ruiz-Janecko, Y\* Community-Based Health Interventions. San  
Francisco, CA: Jossey-Bass. (\*married name)

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:**

2012: New York U Curricular Development Challenge Fund

2011: New York U Global Public Health Research Challenge Fund

**María Josefina Saldaña-Portillo, Associate Professor, Social and Cultural Analysis; Director,  
Latino Studies Program**

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** PhD, Stanford U, 1993; BA, Yale U, 1983

**NUMBER OF ADVISEES:** 3

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Portuguese 3

**RESEARCH/TEACHING SPECIALIZATION:** Latina/o cultural studies; development and globalization  
studies; comparative race in the Americas; 20th century revolutionary thought and literature of the  
Americas.

**FIELD RESEARCH EXPERIENCE:** Central America, Mexico

**AREA STUDIES COURSES:** SCA-UA 548: Latina Feminist Studies; AMST-GA3701: Topics: In American  
History; SCA-UA531: Topics in Latino Studies; SCA-UA 568: Nationalism & Development in US  
Literature, 1850-1950; ENGL-UA 572: Postmodern Travel Fictions; SCA-UA 201: Approaches to  
American Studies; AMST-GA3701: Topics in American History

**RECENT PUBLICATIONS:**

Forthcoming: *The Indian Given: The Racial Geographies of the United States, Mexico, and Aztlán*.  
Durham: Duke U Press. Spring 2014.

Forthcoming: *Dossier on the Settlement of the Northern Gulf of Mexico [Expediente sobre la población  
del Seno Mexicano]*, an edition of previously unpublished, primary documents, recuperated from the  
Archivo General de Las Indias (AGI), with historical introduction and annotations. Arte Publico  
Press, Recovering the U.S. Hispanic Literary Project Series. 2014.

2012 "La plaza como práctica citacional." *Debate Feminista*. Vol. 46, octubre.

2011 "'No Country for Old Mexicans': The Collision of Empires on the Texas Frontier." *Interventions:  
International Journal of Postcolonial Studies*, 13.1: 67-84. Michael Rothenberg and Jodi Byrd, Eds.

2010 "Revolution." Co-authored with David Sartorius. *Social Text*. Fall 27.3: 223-229. 100th Anniversary  
Issue.

**PERCENTAGE OF TIME:** 75 Latin America

**RECENT AWARDS:**

2010-11 U.S. Fulbright-García Robles Research Fellowship, All Disciplines Mexico City.

2010-2011 The Hispanic History of Texas Project, Recovering the U.S. Hispanic Literary Heritage Project  
Research Grant.

**Alexander Santiago-Jirau, Adjunct Instructor, Steinhardt School of Culture, Education, and Human Development; Associate Director of Teaching and Learning at the Center for Arts Education**

*YR. OF APPOINTMENT:* 2010

*EDUCATION:* MA New York U, 2009; BS Cornell U, 2002

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Educator, advocate and theatre artist committed to the use of theatre for youth and community development. A Theatre of the Oppressed (TO) practitioner who studied and worked with Brazilian theatre director Augusto Boal (founder of TO), Prof. Santiago-Jirau has facilitated many TO workshops particularly with young educators and diverse immigrant communities.

*FIELD RESEARCH EXPERIENCE:* U.S., Brazil

*AREA STUDIES COURSES:* Educational Theatre: MPAET-GE 2965 Introduction to Theatre of the Oppressed; MPAET-GE Advanced Techniques in Theatre of the Oppressed

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:*

Repertorio Español's Van Lier Young Directors Fellowship, 2010

Elected to the board of the New York City Arts in Education Roundtable, 2010

**Bambi Schieffelin, Professor, Anthropology**

*YR. OF APPOINTMENT:* 1986

*EDUCATION:* PhD. Anthropology, Columbia U 1979. MA. Developmental Psychology, Columbia U 1977. BS. Anthropology and Comparative Literature, Columbia U 1967.

*NUMBER OF ADVISEES:* 5

*FOREIGN LANGUAGE COMPETENCE:* French 3, Spanish 3, Haitian Kreyol 2

*RESEARCH/TEACHING SPECIALIZATION:* Linguistic Anthropology, Language Acquisition, Socialization, Haitian Creole

*FIELD RESEARCH EXPERIENCE:* Caribbean, Haiti

*AREA STUDIES COURSES:* ANTH-GA2700: Ethnographic Methods; G14.1040: Linguistic Anthropology; FRSEM-UA496: The Cultural Nature of Language; ANTH-GA2702: Acquisition of Cultural Practices

*RECENT PUBLICATIONS:*

2011 When friends who talk together stalk together: Online gossip as metacommunication. In *Digital Discourse: Language in the New Media*. C. Thurlow & K. Mroczek, eds. Pp. 26-47. Oxford: Oxford U Press. (with G. Jones & R. E. Smith).

2011 The theory of language socialization. In *The Handbook of Language Socialization*. A. Duranti, E. Ochs, B. B. Schieffelin, eds. Pp 1-21. Malden, MA: Wiley-Blackwell. (with E. Ochs).

2011 Translation. In *Lexikon der Globalisierung*. F. Kreff, E-M. Knoll, & A. Gingrich, eds. Pp 384-385. Bielefeld: Transcript Verlag.

2011 Netzsprache. In *Lexikon der Globalisierung*. F. Kreff, E-M. Knoll, & A. Gingrich, eds. P. 294. Bielefeld: Transcript Verlag. (with Graham Jones).

2011 Sprachsozialisation. In *Lexikon der Globalisierung*. F. Kreff, E-M. Knoll, & A. Gingrich, eds. Pp. 359-360. Bielefeld: Transcript Verlag. (with E. Ochs).

2010 With P. Garrett, *Anthropological Linguistics/Linguistic Anthropology: An Introduction*. In *Anthropological Linguistics: Critical Concepts in Language Studies*. 5 volumes. Pp 1-10. London: Routledge.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

2010 Golden Dozen Teaching Award, NYU

2007- Collegiate Professorship, New York U

**Eduardo Segura, Language Lecturer, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* A.B.D, MA Stony Brook U 1997. BA Universidad de Sevilla 1990.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*FOREIGN LANGUAGE CERTIFICATION AND TRAINING:*

2011-2012 ACTFL CONVENTION. Denver, Colorado; Philadelphia, Pennsylvania. Attendee.

2008-2010 "Methodological Developments in Teaching Spanish as a Second Language." Columbia U (Attendee)

*RESEARCH/TEACHING SPECIALIZATION:* Foreign Language Methodology, Second Language Acquisition, Spanish Language and Literature ,

*FIELD RESEARCH EXPERIENCE:* Spain

*AREA STUDIES COURSES:* N/A

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

Language Studies Courses: SPAN-UA 3: Intermediate Spanish I SPAN-UA 4: Intermediate Spanish II;

SPAN-UA 11: Spanish for Spanish Speakers; SPAN-UA 100: Advanced Grammar and Composition;

**Jeffrey Sharlach, Adjunct Associate Professor, Management Communication**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* J.D., New York U, 1977; B.S.J., Northwestern U, 1974

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 2

*RESEARCH/TEACHING SPECIALIZATION:* Organizational communication and its social impact. Management communication.

*FIELD RESEARCH EXPERIENCE:* Argentina, Brazil, Mexico. Has held senior management positions at top global agencies and Founder (1993) and Chairman of The Jeffrey Group, a marketing and communications consulting firm with five offices in the U.S. and Latin America

*AREA STUDIES COURSES:* C40.0065: Organizational Communication and its Societal Impact; B45.2100: Management Communication.

*RECENT PUBLICATIONS:*

Industry expert commentary for Associated Press, ABC News, CNN, Huffington Post and others.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* N/A

**Michele Goldzieher Shedlin, Professor, College of Nursing. Associate Director, Interdisciplinary Research Methods Core, Center for Drug Use & HIV Research (NIDA), NYU College of Nursing; Deputy Director, WHO Collaborating Center in Gerontologic Nursing, NYU College of Nursing.**

**YR. OF APPOINTMENT:** 2009

**EDUCATION:** PhD, 1982, MA 1975, Division of Sociomedical Sciences, Columbia U School of Arts and Sciences, New York, NY; B.S. Anthropology, 1968, Columbia U

**NUMBER OF ADVISEES:** 4 PhD Nursing; 2 Medicine

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Portuguese 1, German 2

**RESEARCH/TEACHING SPECIALIZATION:** Qualitative Research methods and training, public health issues; narrative medicine.

**FIELD RESEARCH EXPERIENCE:** Colombia, Brasil, Paraguay, Nicaragua, Honduras, Mexico, Belize, El Salvador, Panama, Ecuador, Puerto Rico, Cuba, Dominican Republic. Dr. Shedlin is completing an NIH study on refugee health, specifically drug use and STI/HIV risk among Colombian refugees in Ecuador. She recently completed a two-year NIH funded study exploring adherence to antiretroviral medications (ARVs) by people of Mexican origin living with AIDS on the U.S.-Mexico border. Her results will be used by healthcare workers in clinical and community-based settings to provide increased culturally-appropriate and effective services for Latinos living with AIDS.

**AREA STUDIES COURSES:** N/A

**RECENT PUBLICATIONS** (selected):

2013 Kissinger, P., Althoff, M., Burton, N., Schmidt, N., Hembling, J., Salinas, O., Shedlin, M. (2013). Prevalence, patterns and predictors of substance use among Latino migrant men in a new receiving community. *Journal of Drug and Alcohol Dependence*, Vol.133, Issue 3.

*Completed Research*

P20 MD002287-01, 2007 - 2012 NIH/NCMHHD. Role: PI. ARV Adoption & Adherence in a US-Mexico Border Community-Based Clinic.

R01 HD047816 2005-2011. NICHD. Role: CO-I. Oral Contraceptive Use along the US-Mexico Border (J.E. Potter, PI).

1 R21 DA024706-01.2008-2012. NIDA. Role: PI. Substance Abuse and Health Vulnerability: Colombian Refugees in Ecuador.

1R21DA026806-01 2009-2011 NIDA (Kissinger, PI). Role: CO-I. Drug use among Latino Migrant Workers

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:** Senior Fulbright Scholar (College of Dentistry, U of Szeged, Hungary) 2013; Honorary U Professorship, U of Szeged, Hungary

**Ella Shohat, Professor, Department of Art; Public Policy; Middle Eastern & Islamic Studies**

**YR. OF APPOINTMENT:** 2001

**EDUCATION:** PhD Cinema Studies, New York U. 1986; MA Cinema Studies, New York U, 1982; BA Philosophy & Comparative Literature, Bar Ilan U, 1978/81. Certificate, Medium Film School, 1977.

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Hebrew 5, Judeo-Arabic 5, Portuguese 4, French 2

**RESEARCH/TEACHING SPECIALIZATION:** Postcolonial studies; transnationalism; inter-area studies with emphases on the Middle East and Latin America; cultural politics, Judaism in Brazil.

**FIELD RESEARCH EXPERIENCE:** Brazil, US, Middle East

**AREA STUDIES COURSES:** ASPP-GT2000: Art & Public Policy All School Seminar; ASPP-UT1049: Postcolonial Displacement: Memoir and Memory; COREA-AD 25: Idea of the Exotic

**RECENT PUBLICATIONS** (selected):

2014 *Unthinking Eurocentrism* (coauthored with Robert Stam), 20<sup>th</sup> Anniversary, with a new postscript chapter, "Twenty Years After: Thinking about Unthinking." Routledge (2014).

2013 *Between the Middle East and the Americas: The Cultural Politics of Diaspora* (co-edited with Evelyn Alsultany), with a co-authored introduction, The U of Michigan Press, 2013, pp. 1-348

2012 *Race in Translation: Culture Wars around the Postcolonial Atlantic* (co-authored with Robert Stam), New York U Press.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** 2012 Transnational Cinema/Media Studies Grant (with Robert Stam), for workshop (2013) and Three Forthcoming Conferences, beginning in Spring 2014, NYU-Abu Dhabi Institute.



**John V. Singler, Professor, Linguistics**

**YR. OF APPOINTMENT:** 1984

**EDUCATION:** PhD UCLA 1984; MA, UCLA, 1979; MA, U of London, 1976; AB, Dartmouth College, 1969

**NUMBER OF ADVISEES:** 1

**FOREIGN LANGUAGE COMPETENCE:** French 2, Vernacular Liberian English 3, Kpato 1

**RESEARCH/TEACHING SPECIALIZATION:** Sociolinguistics; language contact; pidgins and creoles

**FIELD RESEARCH EXPERIENCE:** Caribbean, England, Liberia, France

**AREA STUDIES COURSES:** N/A

**RECENT PUBLICATIONS:**

2008. With Silvia Kouwenberg, *The handbook of pidgin and creole studies*. Malden, MA: Wiley-Blackwell.  
In preparation. [with Silvia Kouwenberg] Pidgins, creoles, and other contact varieties. In *The Cambridge handbook of sociolinguistics*, ed. By Rajend Mesthrie and Walt Wolfram. Cambridge: Cambridge U Press.

2008. "The sociolinguistic context of creole genesis." *The handbook of pidgin and creole studies*, ed. by Silvia Kouwenberg and John Victor Singler, 332-358. Malden, MA: Wiley-Blackwell.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:** N/A

**Katherine Smith, Assistant Professor, Center for Latin American and Caribbean Studies**

**YR. OF APPOINTMENT:** 2012

**EDUCATION:** 2010 PhD, UCLA; 2002 MA, U of Chicago; 2000 BS, The Evergreen State College

**NUMBER OF ADVISEES:** 3

**FOREIGN LANGUAGE COMPETENCE:** Haitian Creole 4, French 3

**RESEARCH/TEACHING SPECIALIZATION:** Urbanization in contemporary Haiti; religious and artistic movements in urban Haiti; the politics of death and dying in the Black Atlantic; Black Atlantic religions.

**FIELD RESEARCH EXPERIENCE:** Haiti

**AREA STUDIES COURSES:** DRAP-GA2031/LATC-GA2030 Ethnographic Methods in Latin America and the Caribbean, FRSEM-UA 489: Haiti Today: Culture, Politics, and Crisis

**RECENT PUBLICATIONS:**

2014 (July) "Haiti, An Urban Nation? Revisiting Michel-Rolph Trouillot's Haiti: State Against Nation," special issue of *Cultural Dynamics* on Michel-Rolph Trouillot, ed. Aisha Khan.

2014 (June) "Marie Laveau Goes to Haiti," *Saintly Sinners and Sinful Saints: Edgy Spirits for the Margins of the Americas*, ed. Patrick Polk (Los Angeles: Fowler Museum at UCLA).

2012 "Vodou Art," in *Kafou: Haiti, Art, and Vodou*, (Nottingham: Nottingham Contemporary).

2012 "Genealogies of Gede," in *In Extremis: Death and Life in 21st Century Haitian Art*, ed. Donald Cosentino (Los Angeles: Fowler Museum at UCLA).

2012 "Introduction to Special Print Symposium: African Religions and Art in the Americas," *Nova Religio: The Journal of Alternate and Emergent Religions*, 16: 1 (August).

2012 "Atis Rezistans: Gede and the Art of Vagabondaj," in *Obeah and Other Powers: The Politics of Caribbean Religion and Healing*, ed. Diana Paton and Maarit Forde (Durham: Duke U Press).

2010 "Lansèkòd: Memory, Mimicry, Masculinity" in *Kanaval! Vodou, Politics, and Revolution in the Streets of Haiti*, Photography and Oral Histories by Leah Gordon (London: Soul Jazz Publishing).

2010 "Dialoging with the Urban Dead in Haiti" *The Southern Quarterly*, 47: 4 (Summer), 61-90.

2010 "Dancing in Salon Pèp la," in *Hemispheric Institute E-misférica*, 7.1(2010).

<http://hemisphericinstitute.org/hemi/en/e-misferica-71/smith>

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

2012, 2013 Faculty Research Grant, CLACS, NYU

2010-2012 Mellon-Cogut Fellowship in the Humanities, Brown U.

**Roxanna Sooudi, Language Lecturer, Department of Spanish and Portuguese**

**YR. OF APPOINTMENT:** 2012

**EDUCATION:** PhD Columbia U, 2004; MA Columbia U, 1999; BA Vanderbilt U 1996

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Foreign language methodology; Southern Cone fiction.

**FIELD RESEARCH EXPERIENCE:** Southern Cone

**AREA STUDIES COURSES:** SPAN-UA: SPAN-UA 1: Spanish for Beginners Level I; SPAN-US 3:

Intermediate Spanish I; SPAN-UA 4: Intermediate Spanish II

**RECENT PUBLICATIONS:** N/A

**PERCENTAGE OF TIME:** N/A

**RECENT AWARDS:** N/A

**Allison Squires, Assistant Professor, College of Nursing**

**YR. OF APPOINTMENT:** 2009

**EDUCATION:** PhD, Yale University 2007; Post-MA Villanova University 2000; MSN Duquesne University, 1999; BSN University of Pennsylvania 1995

**NUMBER OF ADVISEES:** 8

**FOREIGN LANGUAGE COMPETENCE:** N/A

**RESEARCH/TEACHING SPECIALIZATION:** Language and translation issues in healthcare and how they influence the health workforce and patient outcomes around the world; sub-specialization areas include migration and health and language translation issues in research; main area of expertise in Latin America involves healthcare human resources in Mexico.

**FIELD RESEARCH EXPERIENCE:** Geographic distribution, international migration of nurses, nurse work environments, and nursing's impact on patient outcomes in developing countries. Through RN4CAST, a twelve-country comparative nursing workforce study in Europe, her standardized translation process for health services research survey instruments has been used to validate the Nursing Work Index-Revised (NWI-R) which enables nurses to assess their work environments in Colombia, Mexico, Brazil, and Peru. She has participated in or led studies in 28 countries.

**AREA STUDIES COURSES:** N/A (Research electives)

**RECENT PUBLICATIONS:**

2013 "A systematic survey instrument translation process for multi-country, comparative health workforce studies," with L.H., Van den Heede, K., Sermeus, W., Bruyneel, L., Lindqvist, R., Schoonhoven, L., Stromseng, I., Busse, R., Brzostek, T., Ensio, A., Moreno-Casbas, M., Rafferty, A.M., Schubert, M., Zikos, D., & Matthews, A. in *International Journal of Nursing Studies*, 50, 264-273.

2013 *Strengthening health systems in North and Central America: What role for migration?* With Beltrán Sánchez, H. Washington, DC: The Migration Policy Institute.

2012 "A qualitative study of the work environments of Mexican nurses". With Juarez, A. in *International Journal of Nursing Studies*, 49, 793-802.

2012 "Becoming a promotora: A transformative process for female community health workers, with O'Brien, M.J. in *Hispanic Journal of Behavioral Sciences*, 34, 457-473.

2011 The North American Free Trade Agreement and Mexican nursing. *Health Policy and Planning*, 26, 124-132.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:**

2008 Global Engagement Award Office of Global Affairs, U of Pennsylvania, School of Nursing.

**Tony Spanakos, Adjunct Professor, Department of Politics**

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** PhD 2000; MA 1998 Political Science, U of MA Amherst; AB Political Science, Princeton.

**NUMBER OF ADVISEES:** 2

**FOREIGN LANGUAGE COMPETENCE:** Portuguese 5, Spanish 5, Greek 4, Chinese 1

**RESEARCH/TEACHING SPECIALIZATION:** Comparative Politics, Political Economy, Democratization, and Latin America.

**FIELD RESEARCH EXPERIENCE:** Brazil, Venezuela

**AREA STUDIES COURSES:** POL-GA3501: Seminar in Comparative Politics; G53.3501: Comparative Politics Seminar: Reforming & Transforming Latin America; G553.3500: State-Market Relations in The Third World; POL-GA3400: Political Economy Seminar.

**RECENT PUBLICATIONS:**

Forthcoming: "Can the Centre Hold?: Chinese Foreign Policy, Brazilian Foreign Policy, and International Relations Theory," *China: An International Journal* (revise and resubmit)

Forthcoming: "Liberalism and Post-Liberalism in Bolivarian Venezuela," *Latin American Politics & Society* (forthcoming)

2011 "Citizen Chávez: The State, Social Movements, and the Publics in Forming a New Citizenship-Nation-State Project," *Latin American Perspectives* 38 (1), Jan 2011. Pp. 14-27.

2004: Mauricio Font and Anthony Peter Spanakos Eds. *Reforming Brazil*. Lexington Books.

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:**

East Asia Institute, Visiting Fellow, 2009

**Robert Stam, University Professor, Cinema Studies**

**YR. OF APPOINTMENT:** 1977

**EDUCATION:** PhD, U of California, Berkeley, 1976; MA, Indiana U, 1966

**NUMBER OF ADVISEES:** 5

**FOREIGN LANGUAGE COMPETENCE:** French 5, Portuguese 5, Spanish 5, German 2, Latin 5

**RESEARCH/TEACHING SPECIALIZATION:** Brazilian Cinema Novo; Third World cinema; Film Theory.

**FIELD RESEARCH EXPERIENCE:** France, Brazil

**AREA STUDIES COURSES:** H72.2117: Brazilian Cinema I, H72.2118: Brazilian Cinema II.

**RECENT PUBLICATIONS:**

2012 Stam, Robert, and Ella Shohat. *Race in Translation: Culture Wars around the Postcolonial Atlantic*. New York: New York UP.

2006 *Flagging Patriotism: Crises of Narcissism and Anti-Americanism*. Rutgers.

2006 *François Truffaut and Friends: Modernism, Sexuality, and Film Adaptation*. Rutgers.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:**

2009 (Spring): Fellow at Shelby Cullom Davis Center for Historical Studies, Princeton U.

**Noelle Monet Stout, Assistant Professor, Anthropology**

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** PhD Harvard U 2008; MA Harvard U, 2003; MA Stanford U, 1998; BAS Stanford U, 1997

**NUMBER OF ADVISEES:** 1

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Portuguese 3

**RESEARCH/TEACHING SPECIALIZATION:** Ethnographic film and visual studies; gender and sexuality; feminist anthropology; nationalism; late-socialist Cuba; Cherokee cultural politics.

**FIELD RESEARCH EXPERIENCE:** Cuba

**AREA STUDIES COURSES:** ANTH-UA 1: Human Society & Culture.

**RECENT PUBLICATIONS:**

2014 *After Love: Queer Intimacy and Erotic Economies in Post-Soviet Cuba*, Duke U Press.

2011 "Gay Politics in Contemporary Cuba: The Case of the UN Vote" North American Congress on Latin America.

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:** During the 2013-14 academic year she will be undertaking research on mortgaging and indebtedness in the Californian Central Valley, supported by the Furman Center for Real Estate and Urban Policy, NYU's University Research Challenge Fund.

**Eduardo Subirats, Professor, Spanish and Portuguese**

**YR. OF APPOINTMENT:** 1997

**EDUCATION:** PhD U of Barcelona, 1981; MA U of Barcelona, 1978; BA U of Barcelona, 1973

**NUMBER OF ADVISEES:** 2

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Modern European Philosophy, Critical Theory, Theory of Colonialism, Avant-garde theory, Spanish and Latin America Literatures and Cultural theory.

**FIELD RESEARCH EXPERIENCE:** Mexico, Spain

**AREA STUDIES COURSES:** SPAN-GA2968: Crisis & Criticism/Crisis y Critica; SPAN-UA 550: Topics in Spanish American Literature and Culture; SPAN-UA 550.002 TPCS: Mythology and Literature, SPAN-UA 551.002 TPCS: Mexican Muralism and North American Abstract Art; SPAN-UA553: Topics in Latin American Fiction; V87.851: Topics: Brazil and Paradise; FRSEM-UA 448: Seven Forbidden Voices of Latin America

**RECENT PUBLICATIONS:**

2014 *Mito y literatura*. México: Siglo XXI.

2014 *Deconstrucciones hispánicas*. México: Edaf.

2014 *Filosofía y tiempo final*. México: Afinita Editorial.

2013 *Paraíso*. Ensayos sobre América Latina. México: FCE (e-book).

2012 *Mito, Magia, Mimesis, Antípoda*. Bogota: Universidad de los Andes, (July-December 2012).

2012 *O Arquiteto e o Intelectual*, Introduction to Maria Isabel Villac (editor) y Paulo Mendes da Rocha, américa, cidade e natureza. São Paulo: Estação Liberdade.

2011 *El continente vacío*. Universidad de Cartagena; Universidad de Cali. Third expanded, and revised edition.

2011 *Proceso a la civilización. La crítica de la modernidad en la Historia del Cine*. Barcelona: Editorial Montesinos.

2011 With Isabel Álvarez de Toledo, Juan Goytisolo, Jorge Castillo. *La era de Palomares*. Barcelona: Editorial Viejo Topo.

2011 *Esclarecimiento en una edad de destrucción*, El Viejo Topo. Barcelona: Guanajuato.

2011 "Il godimento totalitario," *Lettera internazionale*, Rome, 107.

2011 "Tiempo final y nueva crítica", *El Viejo Topo*. Barcelona.

2011 "Il Leviatano Nucleare 2", *Lettera internazionale*, Roma.

2011 "Humane Architektur. Die Formensprache der brasilianische Moderne im Werk Oscar Niemeyers", *Lette International* 94, Berlin (Fall 2011), São Paulo: Vitruvius (April 2012).

2011 "La crítica sitiada", *Andamios*, Universidad Autónoma de México.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:** N/A

**Edward J. Sullivan, Professor of Fine Arts, Department of Art and Institute of Fine Arts.**

**YR. OF APPOINTMENT:** 1979

**EDUCATION:** PhD, 1979; MA, 1975; MA, 1972; BA, 1971; New York U

**NUMBER OF ADVISEES:** 11

**FOREIGN LANGUAGE COMPETENCE:** French 4, Portuguese 4, Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Art & visual culture of the Hispanic world: Iberian Peninsula, Americas, Philippines: colonial period, the African presence in Brazil & the Caribbean, Modern and Contemporary Latin American art

**FIELD RESEARCH EXPERIENCE:** Brazil, Mexico, Spanish-speaking Caribbean

**AREA STUDIES COURSES:** FINH-GA 3039: Sites of Contemporary Art, Mexico City And Oaxaca; FINH-GA 2036: Modernism In Four Latin American Centers (Mexico City, Havana, Rio/Sao Paulo, Buenos Aires/Montevideo) 1920-1950.

**RECENT PUBLICATIONS:**

2010 *Nueva York, 1613-1945*. London: Scala.

2008. *Fragile Demon: Juan Soriano in Mexico 1935-1950*. Philadelphia: Philadelphia Museum of Art.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** N/A

**Chandrika Tandon, Executive in Residence, Stern School of Business**

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** MBA: India Institute of Management, India. BA: Madras Christian College, India.

**NUMBER OF ADVISEES:** 0

**FOREIGN LANGUAGE COMPETENCE:** Portuguese 3, French 3

**RESEARCH/TEACHING SPECIALIZATION:** Her special areas of interest are managing turnarounds and integration of mergers and acquisitions. She has a special interest in Latin America after extensive work in Brazil and other parts of South America. Prior to founding her own firm, Ms. Tandon was a partner at McKinsey and Company for several years.

**FIELD RESEARCH EXPERIENCE:** Argentina, Brazil, Mexico.

**AREA STUDIES COURSES:** N/A

**RECENT PUBLICATIONS:**

2011 *Soul Call* (Album)

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:** Walter Nichols Award 2009 presented by NYU Stern, conferred annually on a leader who exemplifies the qualities of integrity, enterprise and service, three traits that characterized the distinguished business career of Dr. Nichols and three traits Stern hold in high regard. Her second album, *SOUL CALL*, is a 2011 Grammy nominated album.

**Diana Taylor, Director, Hemispheric Institute of Performance and Politics, Professor Performance Studies (Tisch) and Professor, Spanish and Portuguese**

**YR. OF APPOINTMENT:** 1997

**EDUCATION:** PhD, U of Washington, 1981; MA, National U of Mexico, 1974; Certificat d'Etudes Supérieures, Université Aix-Marseille, 1972; BA U of the Americas (Mexico), 1971

**NUMBER OF ADVISEES:** 1

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, French 3, Portuguese 2

**RESEARCH/TEACHING SPECIALIZATION:** Performance and politics, theatre and ritual, gender and performance

**FIELD RESEARCH EXPERIENCE:** Mexico, Southern Cone

**AREA STUDIES COURSES:** PERF-GT 2407: Topics/Latin American Performance: Performance & Conquest; H42.2407: Latin American Theatre; PERF-GT2746: Drama, Theatre & Performance; SPAN-GA 3034: Memory, Trauma, and Performance

**RECENT PUBLICATIONS:**

2009 *Teorías de Performance*, co-edited with Marcela Fuentes. Mexico: Fondo de Cultura Económica.

2009 Co-edited with Srivinas Aravamudan. Special Issue on WAR, PMLA (Publications of the Modern Language Association).

2008 *Stages of Conflict: A Reader of Latin American Theatre and Performance*. Co-edited with Sarah J. Townsend. Ann Arbor: Michigan U Press.

2008 "Performing Ruins." *Telling Ruins in Latin America*. Ed. Vicky Unruh and Michael Lazzara. New York: Palgrave Macmillan.

2008 "Trauma as Durational Performance." *Rehearsing the Broad Spectrum: Richard Schechner, Global Theatres and the Rise of Performance Studies*. Edited by James M. Harding and Cindy Rosenthal. New York: Palgrave Macmillan.

2008 "Performance and Intangible Cultural Heritage." *Cambridge Companion to Performance Studies*. Edited Tracy Davis, Cambridge U.P.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

John Simon Guggenheim Fellowship, 2005-2006

Modern Language Association Katherine Singer Kovacs Prize for the best book in Latin American and Spanish Literatures and Culture for The Archive and the Repertoire, 2004.

**Kevin Thom, Assistant Professor, Economics**

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** PhD Johns Hopkins U 2009; MA Johns Hopkins U 2006; BS Marquette U 2003.

**NUMBER OF ADVISEES:** 1

**FOREIGN LANGUAGE COMPETENCE:** Spanish 2

**RESEARCH/TEACHING SPECIALIZATION:** Labor Economics, Development Economics, Applied Microeconometrics, Microeconomics, Econometrics.

**FIELD RESEARCH EXPERIENCE:** Mexico

**AREA STUDIES COURSES:** ECON-UA 351: Labor Economics; ECON-GA 1702: Labor Economics

**RECENT PUBLICATIONS:**

Forthcoming: "Education and Smoking Over the Life-Cycle," with Steffen Reinhold.

Forthcoming: "From Maize to Haze: Agricultural Shocks and the Growth of the Mexican Drug Sector," with Oeindrila Dube and Omar Garcia-Ponce.

Forthcoming: "Genes, Smoking, and Health over the Life Cycle: Evidence from the Health and Retirement Survey," with Daniel Benjamin, Andrew Caplin, David Cesarini, and Patrick Turley

Forthcoming: "Paid Employment, Self Employment, and Labor Market Dynamics," with Chloe Tergiman.

2010 "Repeated Circular Migration: Theory and Evidence": U of Western Ontario, Workshop on Labor Markets in China and North America (presentation).

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:**

Deans Teaching Fellowship, Krieger School of Arts and Science, Johns Hopkins U, Spring 2008

**Sinclair Thomson, Associate Professor, History**

**YR. OF APPOINTMENT:** 1996

**EDUCATION:** PhD U of Wisconsin Madison 1996; MAU of Wisconsin Madison 1987; BA U of California Berkeley 1983.

**NUMBER OF ADVISEES:** 20

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, French 4, Quechua 2, Aymara 1

**RESEARCH/TEACHING SPECIALIZATION:** Andean colonial history, Indian and peasant politics, religion.

**FIELD RESEARCH EXPERIENCE:** Bolivia, Argentina, Spain

**AREA STUDIES COURSES:** HIST-GA1800: Revolution in Latin America and the Caribbean; HIST-UA443/Hist-GA2800: Historical Consciousness in Latin America; HIST-UA750 Indian Slaves and Indian Slavery in Early North America; HIST-UA753: History of the Andes; HIST-UA743: Colonial Latin America; HIST-UA750: Topics: Latin America and the Caribbean in the Age of Revolution

**RECENT PUBLICATIONS:**

Forthcoming: *The Bolivia Reader: History, Culture, Politics*, co-edited with Xavier Albó, Rossana Barragán, Mark Goodale, and Seemin Qayum, Durham: Duke U Press.

Forthcoming: "Beyond the Old Order of Things." Prologue to Raquel Gutiérrez, *Rhythms of the Pachakuti: Indigenous-Popular Mobilization and Uprising in Bolivia* (2000-2005). Durham: Duke U Press.

2012-2013 "¿'Serpiente resplandeciente' o 'monstruo de la humanidad'?": Tupaj Katari y las comunidades aymaras de La Paz," in Adolfo Gilly and Rhina Roux, comps., *Miradas sobre la historia*. Mexico City: Era, 2013. Also published in *El Colectivo 2* (La Paz, Bolivia) 5, 2012.

2011 "Was There Race in Colonial Latin America?: Identifying Selves and Others in the Insurgent Andes," in Laura Gotkowitz, ed., *Histories of Race and Racism: The Andes and Mesoamerica from Colonial Times to the Present*. Durham: Duke U Press, 2011.

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:** Invited Lecturer in the "Anthropology of Andean Societies" seminar at the Ecole des Hautes Etudes en Sciences Sociales, Paris, France, May-June 2013.  
National Endowment for the Humanities Fellowship for U Professors, 2011.

### **Florencia Torche, Assistant Professor, Sociology**

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** PhD 2004 Columbia U; MA 2000 Columbia U; BA 1996 P. U Católica de Chile

**NUMBER OF ADVISEES:** 0

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATION:** Inequality and education in comparative perspective.

**FIELD RESEARCH EXPERIENCE:** S. America, Mexico, Andes, Brazil, S. Cone

**AREA STUDIES COURSES:** SRPP-AD127: Wealth & Inequality; SOC-GA2330: Intro to Methods of Sociological Research; SOC-GA3112: Advanced Seminar in Selected Sociological Traditions

**RECENT PUBLICATIONS:**

Forthcoming: "Prenatal Exposure to Violence and Birth Weight in Mexico: Selectivity, Exposure, and Behavioral Responses" with Andres Villarreal, *American Sociological Review*.

Forthcoming: "Intergenerational Mobility" with Liana Fox and Jane Waldfogel. Chapter 26 of Brady, D. and L. Burton eds. *Oxford Handbook of Poverty and Society*. Oxford: Oxford U Press.

2013 "Stability and Vulnerability of the Latin American Middle Class," with Luis Lopez-Calva, *Oxford Development Studies*. Oxford: Oxford U Press, 2013.

2012 "Bringing the Schools Back In: The Stratification of Educational Achievement in the Chilean Voucher System" with Mizala, Alejandra *International Journal of Educational Development* 32(1): 132-144.

**PERCENTAGE OF TIME:** 50

**RECENT AWARDS:**

2013 James Coleman Award for Best Article in the field of Sociology of Education, Sociology of Education Section, American Sociological Association.

2010-2012 Principal Investigator "Environmental Stressors and Early Childhood Development". National Science Foundation # 1023841. \$161,781.

2010-2012 Principal Investigator "Environmental Stressors and Childhood Development" United Nations Development Program, Regional Bureau for Latin America (UNDP-RBLAC).

### **Laura Torres-Rodriguez, Assistant Professor, Department of Spanish and Portuguese**

**YR. OF APPOINTMENT:** 2013

**EDUCATION:** PhD 2012 U of Pennsylvania; MA 2007 U of Pennsylvania; BA 2006 U of Pennsylvania

**NUMBER OF ADVISEES:** 2

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, French 2, Portuguese 1

**RESEARCH/TEACHING SPECIALIZATION:** Mexican literature and visual culture, Latin American cultural studies and Intellectual history, Latin American Orientalism

**FIELD RESEARCH EXPERIENCE:** Mexico

**AREA STUDIES COURSES:** SPAN-UA550 TPCS: Latin America Reads Asia; SPAN-UA305: The Cultural History of Latin America (in Spanish); SPAN-UA743: Contemporary Latin American Novel: Narrating Mexican Cities (in Spanish); SPAN-GA2967 Pacific Designs: Orientalism and Transnationalism in Modern México

**RECENT PUBLICATIONS:**

Forthcoming: "Orientalizing Mexico: Estudios indostánicos and the Place of India in José Vasconcelos's The Cosmic Race," *Revista Hispánica Moderna*.

2014 "Los artificios de la Novia: Metaironía, traducción y orientalismo en Blanco y Apariencia desnuda." *The Willow and the Spiral: Essays on Octavio Paz and the Poetic Imagination*. Ed. Roberto Cantú. Newcastle, Eng.: Cambridge Scholars Publishing.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

2011 Ford Foundation Dissertation Fellowship, The National Academies, 2011-2012

2011 William Fontaine Fellowship, University of Pennsylvania, 2006-2011

2006 Benjamin Franklin Fellowship, University of Pennsylvania, 2006-2011

**Zeb Tortorici, Assistant Professor, Spanish and Portuguese**

**YR. OF APPOINTMENT:** 2012

**EDUCATION:** PhD 2010 U of California Los Angeles; MA 2004 U of California Los Angeles; BA 2000 U of California Los Angeles.

**NUMBER OF ADVISEES:** 2

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Portuguese 5

**RESEARCH/TEACHING SPECIALIZATION:** Gender and sexuality in colonial Latin America; archival theories; queering archives; history of suicide; human-animal studies in LA; history of pornography.

**FIELD RESEARCH EXPERIENCE:** Mexico, Brazil, Colombia, Ecuador, Argentina, Guatemala, Costa Rica, Peru

**AREA STUDIES COURSES:** SPAN-UA300: The Iberian Atlantic; SPAN-GA2960: Archival Theory through Queer/Colonial/State Archives.

**RECENT PUBLICATIONS:**

Forthcoming: "Visceral Archives of the Body: Consuming the Dead, Digesting the Divine" in *On The Visceral*, special issue of GLQ 20:4, ed. Kyla Tompkins, Marcia Ochoa, and Sharon P. Holland. Duke University Press.

Forthcoming: "Sexual Violence, Predatory Masculinity, and Medical Testimony in New Spain" in *Masculinities of Science/Science of Masculinity*, special issue of *Osiris*, ed. Robert Nye and Erika Milam. Chicago: University of Chicago Press.

2013 "Animals and Archives: Making Sense of the Discurso Filosófico Sobre el Language de los Animales," *e-misférica* 10.1.

2012 "Against Nature: Sodomy and Homosexuality in Colonial Latin America," *History Compass* 10:2, Wiley-Blackwell Publishing: 161-178.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

NYU Humanities Initiative Faculty Research Fellowship (2013-2014) to reduce teaching load by two courses in order to focus on research, writing, and collaborative faculty seminar

Albert J. Beveridge Grant (2012), awarded by The American Historical Association (AHA), to carry out research in the history of the Western hemisphere.

John Carter Brown Library Ruth and Lincoln Ekstrom Fellow (2011) awarded by the John Carter Brown Library (Brown University) for a two-month residency.

**Esther Truzman, Language Lecturer, Spanish and Portuguese**



**YR. OF APPOINTMENT:** 2000

**EDUCATION:** MA 2003, Brown; BA Brooklyn College 1995.

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**FOREIGN LANGUAGE TEACHING SPECIALIZATION:**

2008-2013 Workshop Participant. Methodological Developments in Teaching of Spanish as a Second language: a Workshop for Teachers. Barnard and Columbia Universities.

2013 Workshop Participant. Vocational Training in DELE. Instituto Cervantes, (Spring 2013).

2011 Workshop Participant. Center for Teaching Excellence, NYU, (Spring 2011).

2010-2011 Workshop Participant. Vocational Training. Instituto Cervantes, (Summer 2010-2011).

**RESEARCH/TEACHING SPECIALIZATION:** Interrelation of Journalism and Works of Fiction in 19th Century Spanish and Latin American Authors; National Identity in 19th Century Spanish and Latin American Literature; Hysteria and Medicine in 19th Century Spanish and Latin American Literature; Franco and Post-Franco Spain; Las dos Españas.

**FIELD RESEARCH EXPERIENCE:** N/A

**LANGUAGE STUDIES COURSES:** SPAN-UA10: Intensive Elementary Spanish; SPAN-UA20: Intensive Intermediate Spanish; V95.4: Intermediate Spanish II; V95.11: Spanish for Spanish Speakers SPAN-UA 200: Critical Approaches to Text & Cultural Analysis

**RECENT PUBLICATIONS:** N/A

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:** Writing Fellow. PLUMA: The Spanish Writing Center at Brown U. Editing service for undergraduate students in advanced Spanish Literature courses, 2003-2005.

**Alejandro Velasco,**

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** PhD Duke U (pending); MA Duke U 2002; BA Boston College 2000.

**NUMBER OF ADVISEES:** 6

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, Portuguese 3

**RESEARCH/TEACHING SPECIALIZATION:** Social movements, urban culture, democratization.

**FIELD RESEARCH EXPERIENCE:** Central America, S. America, Mexico, Andes, Brazil, S. Cone, Venezuela

**AREA STUDIES COURSES:** FIRST-UG57: Incivility in the Age of Civilization; IDSEM-UG1509: The Streetroots of Latin America I; IDSEM-UG1520: Street Roots of Latin America II; IDSEM-UG1580: Between Rights and Justice in Latin America; K50.1925: Brasil: Beyond Samba; IDSEM-UG1611: Past as Prelude: Thinking Historically; IDSEM-UG1470: (Re)Imagining Latin America; G57.2803: Politics & The City in Latin American History; IDSEM-UG1486: Revolución

**RECENT PUBLICATIONS:**

Forthcoming: *Barrio Rising: Urban Change and Popular Politics in Modern Venezuela*. Berkeley: U of California Press (under contract).

2012 "Religión, movimientos sociales, y reforma progresista en América Latina: Recuperando lo obviado," with Jeffrey Rubin and David Smilde in Raphael Hoetmer et al, eds. *Crisis y Movimientos Sociales en Nuestra América: Cuerpos, Territorios, e Imaginarios en Disputa*. Lima: Programa Democracia y Transformación Global; Universidad Nacional Mayor de San Marcos, 2012: 465-484.

2011 "We are still rebels': The Challenge of Popular History in Bolivarian Venezuela," in Daniel Hellinger and David Smilde, eds. *Venezuela's Bolivarian Democracy: Participation, Politics, and Culture under Chávez*. Durham: Duke U Press, 2011.

2010 "'A Weapon as Powerful as the Vote': Urban Protest and Electoral Politics in Venezuela, 1978-1983." *Hispanic American Historical Review* 90:4 (Nov 2010) 661-695.

**PERCENTAGE OF TIME:** 75

**RECENT AWARDS:**

2012 Global Research Initiative Faculty Grant (Washington, DC) New York U, Office of the Provost.

2011 Individual Faculty Grant New York U, Center for Latin American and Caribbean Studies.

2010 Gallatin Faculty Enrichment Fund Grant New York U, Gallatin School of Individualized Study.

**Carlos Veloso, Language Lecturer, Spanish and Portuguese**

**YR. OF APPOINTMENT:** 1997

**EDUCATION:** PhD 2008 NYU; BA 1994 Universidad de Lisboa.

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Portuguese 5, German 4, French 4, Spanish 3+, Italian 3

**RESEARCH/TEACHING SPECIALIZATION:** LusoBrazilian Culture; Contemporary Literature & Literary Theory; Art and Culture in Latin America; Aesthetics

**FIELD RESEARCH EXPERIENCE:** Brazil, Portugal, Mexico, Dominican Republic

**LANGUAGE AREA STUDIES COURSES:** PORT-UA10: Intensive Elementary Portuguese; PORT-UA3: Intermediate Portuguese I; PORT-UA4: Intermediate Portuguese II; PORT-UA1: Portuguese for Beginners I; PORT-UA11: Elementary Portuguese for Spanish Speakers; V87.850: Culture Through Conversation; PORT-UA700: Topics in Brazil Studies; V87.850: Invented Realities: Imagining Brazil Culture & Society; PORT-UA700: Topics in Brazil Studies

**RECENT PUBLICATIONS:**

Forthcoming: "O Caminho da Menina: o Mistério do Corpo em Raduan Nassar," forthcoming;

Forthcoming: "Caio Fernando Abreu: Enguias, Gaivotas e Leopardos ou à Procura de K," forthcoming;

2013 "Nova Iorque no Espelho Politétrico de Mister Márgulies," in *A Bilingual Journal of Portuguese-American Letters and Studies*, Vol. XXXIV-XXXV. Gávea-Brown.

**PERCENTAGE OF TIME:** 100

**RECENT AWARDS:**

July-August 2010 CLACS Individual Faculty Research Travel Grant (São Paulo & Natal, Brazil)

June-August 2012 CLACS Individual Faculty Research Travel Grant (São Paulo & São Luís, Brazil)

**Niobe Way, Professor, Applied Psychology, Steinhardt**

**YR. OF APPOINTMENT:** 1995

**EDUCATION:** EdD 1994 Harvard U, BA 1985 U of CA at Berkeley, Psychology and Social Welfare

**NUMBER OF ADVISEES:** N/A

**FOREIGN LANGUAGE COMPETENCE:** Spanish 2, French 3

**RESEARCH/TEACHING SPECIALIZATION:** Intersections of culture, context, and human development; emotional development of adolescents from low-income families

**FIELD RESEARCH EXPERIENCE:** Dominican Republic, Puerto Rico, Mexico

**AREA STUDIES COURSES:** APSY-GE 209: Social Development of Children and Adolescents; APSY-GE 2272: Adolescent Development: Theory and Research; APSY-GE 3021 Current Issues in Developmental Psychology (Theories of Culture).

**RECENT PUBLICATIONS:**

Forthcoming: *Deep Secrets: Friendships Among Teenage Boys*. Cambridge: Harvard U Press.

2007 Reddy, R., & Rhodes, J. "Students' Perceptions of School Climate During the Middle School Years: Associations With Trajectories of Emotional and Behavioral Adjustment." With R. Reddy and J. Rhodes in *American Journal of Community Psychology*.

**PERCENTAGE OF TIME:** 25

**RECENT AWARDS:**

National Science Foundation; Project title: Research on Culture, Development, and Education Project Period: 9/2007-2012; Total Funds: \$2,500,000.

Global Office NYU, Project Title: Child Development in China; Total Funds: \$10,000 (funds to support travel to and from China to initiate study of child development in China)

William T. Grant Foundation; Project Title: Parental Socialization Influences on Academic Engagement and Performance among African American, Chinese, and Dominican Adolescents; Project Period: 7/2004-6/2007; Total Funds: \$498,480

National Science Foundation; Project title: Center for Research on Culture, Development, and EDUCATION Project Period: 9/2002-2007; Total Funds: \$2,590,000.

**Barbara Weinstein, Professor, History**

YR. OF APPOINTMENT: 2007

EDUCATION: PhD 1980 Yale U, MA 1976 Yale U, MPhil 1976 Yale U, BA 1973 Princeton U.

NUMBER OF ADVISEES: 5

FOREIGN LANGUAGE COMPETENCE: Spanish 3, Portuguese 5

RESEARCH/TEACHING SPECIALIZATION: Brazil in the 19th and 20th centuries, race and regional identity, historical narratives

FIELD RESEARCH EXPERIENCE: Brazil

AREA STUDIES COURSES: HIST-GA2804: The Politics of Labor in Latin American History; MAP-UA555: Cultures & Context: Brazil; HIST-GA1299: Literature of the Field: Modern Latin American History; HIST-UA745: Contemporary Latin America; V57.645: History of Modern Latin America; HIST-UA750: US-Latin American Relations

RECENT PUBLICATIONS:

Forthcoming: *Race, Region, Nation: São Paulo and the Formation of Brazilian National Identities*, Duke U Press.

2012 *The Making of the Middle Class: Toward a Transnational History*, co-editor. Durham: Duke U Press.

2012 "World History: Theoretical and Methodological Questions," in *A Companion to World History*, Douglas Northrop, ed. Wiley-Blackwell.

2010 "América indígena e América Africana—uma divisão problemática?" with J.L. Bendicho Beired, et al., *Intercâmbios Políticos e Mediações Culturais nas Américas* (Assis/S.Paulo: FCL/UNESP (e-book))

2010 "Postcolonial Brazil," in José C. Moya, ed. *The Oxford Handbook of Latin American History*. New York: Oxford Univ. Press, 2010.

2010 "Elas nem parecem operárias": Feminilidade e classe na América Latina do Século XX," *Anos 90*, Porto Alegre, 17:31 (Jul. 2010) 45-171.

PERCENTAGE OF TIME: 100

RECENT AWARDS: Member, American Academy of Arts and Sciences (elected 2011)

Joy Foundation Fellow, Radcliffe Institute for Advanced Study (2010-11)

**Lila Zemborain, Director, Creative Writing in Spanish**

YR. OF APPOINTMENT: 2007

EDUCATION: PhD 1997 NYU, MA 1986 NYU, BA Universidad del Salvador, Buenos Aires Argentina

NUMBER OF ADVISEES: 6

FOREIGN LANGUAGE COMPETENCE: Spanish 5, French 3

RESEARCH/TEACHING SPECIALIZATION: poetry and literary criticism

FIELD RESEARCH EXPERIENCE: Argentina

AREA STUDIES COURSES: SPAN-GA4102: Workshop in Poetry; SPAN-UA225: Creative Writing in Spanish; SPAN-GA4003: Form & Technique of Poetry; SPAN-GA4105: Variable Topics Workshop; SPAN-UA320: Advanced Poetry Workshop in Spanish; SPAN-GA4104: Workshop in Literary Translation; SPAN-GA4001: Approaches to Narrative & Poetry; SPAN-GA4101: Workshop in Fiction

RECENT PUBLICATIONS:

Forthcoming: *Muestra de poetas latinoamericanos en USA*. Editors Arturo Dávila and Roger Santiváñez.

2014 *Diario de la hamaca paraguaya*. (Rosario: Beatriz Viterbo Editora, in press)

2014 *Materia Blanda*. (Madrid: Amargord, in press)

2013 *Dechiré / Rasgado*. (Torn / Rasgado). Paris: L'Oreille du Loup.

2013 *Poesía reunida*. Bajo la Luna, Buenos Aires

2012 *Guardianes del secreto*, third edition. Buenos Aires: Hilos Editora.

PERCENTAGE OF TIME: 100

RECENT AWARDS:

2012 Shortlisted for 2012 Paz Prize for Poetry, with *Lengua bífida*. The National Poetry Series. USA.

2012 The National Endowment for the Arts Translation Fellowship, for Daniel Coudriet's translation of *Torn (Rasgado)*

2012 Declared "Visitante Distinguida de la Ciudad de Santiago de los Caballeros" for her poetry work, República Dominicana.

2010 Millay Colony, poet in residence

**María José Zubieta, Clinical Associate Professor, Spanish and Portuguese**

YR. OF APPOINTMENT: 2000

*EDUCATION:* PhD 2002 U of California, Los Angeles; MA 1996 U of California, Los Angeles; BA 1993 California State U, Northridge  
*NUMBER OF ADVISEES:* N/A  
*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Portuguese 5, French 3  
*RESEARCH/TEACHING SPECIALIZATION:* Literature and Film of the Southern Cone, Documentary Film Production and Second Language Acquisition.  
*FIELD RESEARCH EXPERIENCE:* Southern Cone  
*LANGUAGE AREA STUDIES COURSES:* SPAN-UA1: Beginners Spanish I; SPAN-UA2: Beginners Spanish II; 95.550: Advanced Translation and Interpretation; SPAN-GA1120: Foreign Language Teaching Methodology; SPAN-UA100: Advanced Grammar and Composition; SPAN-UA101: Advanced Conversation; SPAN UA100: Advanced Grammar and Composition; SPAN UA111: Advanced Spanish for Spanish Speakers; SPAN-UA4: Intermediate Spanish II; SPAN-UA101: Advanced Conversation; SPAN UA4: Intermediate Spanish II; SPAN- UA110: Techniques of Translation; Spring 2014: SPAN- UA4: Intermediate Spanish II  
*RECENT PUBLICATIONS:* N/A  
*PERCENTAGE OF TIME:* 100  
*RECENT AWARDS:* N/A

## **NYU CLACS STAFF**

### **Amalia Córdova, Assistant Director, CLACS**

*YR. OF APPOINTMENT:* 2012

*EDUCATION:* MA, New York University, 2007; B.A. and B.F.A. Pontificia Universidad Catolica de Chile, 1996.

*JOB DESCRIPTION:* Amalia Córdova is pursuing her PhD in Cinema Studies at NYU and is an adjunct instructor at NYU Gallatin School of Individualized Study. Her duties at CLACS include the management of day-to-day operations of the Center, budget control, student advisement, FLAS coordination and supervision of the Center's staff and graduate associates. She is the former Latin American Program Manager for the Smithsonian National Museum of the American Indian's Film and Video Center, where she organized Latin American video tours, film festivals and international screenings. She produces documentaries and often serves on selection committees of indigenous film competitions. She has contributed to scholarship on the development of indigenous media in Latin America with several publications.

### **Kyle Barron, Outreach Coordinator, CLACS**

*YR. OF APPOINTMENT:* 2013

*EDUCATION:* MA, New York University, 2013; BA, Arizona State University, 2008

*JOB DESCRIPTION:* Kyle Barron's duties at CLACS include all outreach activities and event coordination, and coordinating K-12 and post- secondary outreach activities, as well as serving as liaison with other NYU units, public schools, and other NRCs. She previously worked as a writer and associate editor for the North American Congress on Latin America (NACLA), where she maintains a position as a NACLA Radio reporter and producer.

### **Lisa Buch, Administrative Assistant, CLACS**

*YR. OF APPOINTMENT:* 2014

*EDUCATION:* Hamilton College, 2011, B.A. English Literature and Studio Art

*JOB DESCRIPTION:* Lisa Buch serves as a full-time Administrative Aide in CLACS. Her responsibilities include budget and financial operations assistance, maintaining and updating course and program information, assisting with student affairs, and assisting the Outreach Coordinator with events and conferences.



## Appendix III — Courses

Project Title: New York City Consortium in Latin American Studies

### Index of Courses

Columbia University Course Index	New York University Course Index
Architecture, Planning, Preservation	Africana Studies
African/Africana Studies	Anthropology
American Studies	Art History and Museum Studies
Anthropology	Business, Economics, Development
Art History and Archeology	Creative Writing
Center for Ethnicity and Race	Education
Dance	Environmental Studies
Earth & Environmental Studies	Global Health
Ecology, Evolution, and Environmental Biology	Global Studies
Economic Policy Management	History
Economics	Human Rights
Education	Interdisciplinary Studies
English and Comparative Literature	Journalism
Environmental Policy	Latin American and Caribbean Studies
Film Studies	Law
Finance and Business	Linguistics and Applied Linguistics
First Year Seminar	Literature
History	Music, Performance, and Film
Human Rights	Politics, International Relations, Development
International and Public Affairs	Portuguese
Journalism	Public Policy
Latin American and Caribbean Studies	Quechua
Law	Social Work
Music	Spanish
Political Science	
Psychology	
Public Administration	
Public Affairs	
Public Health	
Quechua	
Regional Studies	
Social Work	
Sociology	
Sociomedical Sciences	
Spanish	
Sustainable Development	
Sustainable Management	
Urban Studies	
Women's Studies	

### Guide to Column Abbreviations

SEM	Semester
AU (CU)	Fall
FA (NYU)	Fall
SP	Spring
W	Winter
SU	Summer
OT (CU)	Other enrollment
PTS	Credits
UG	Undergraduate Enrollment
GRAD	Graduate Enrollment
% LAC	Percentage of Content
*	Courses that will be supported with grant funds



## Appendix II Course List - Columbia University

Course Title	Credits	Semester	GR Enroll AY 12-13	UG Enroll AY 12-13	OT Enroll AY 12-13	Total Enroll AY 13-14	Proposed Offering AY 14-15	% Latin American Content
<b>Architecture, Planning, Preservation</b>								
COLONIAL URBANISM 1500-18	3	AU	1	0	8			25%
COLONIAL/POST COLONIAL AR	3	SP	2	2	10			25%
CONSERVATION PROJECT MGMT	3	SP	6	0	0		X	25%
DEVELOPMNT URBAN INFORMAL	3	AU				12		25%
DOCUMENTING LATIN AMER	3	AU	4	2	8			100%
GLOBAL METROPOLIS	3	SP					X	25%
GLOBAL METROPOLIS RSRH	3	AU	6	0	0			25%
GLOBAL METROPOLIS WORKSHO	3	SP	6	0	0		X	25%
GLOBAL PRACTICES STUDIO	3	SP	0	7	0			25%
GROWTH & MGMT - COLOMBIA	3	SP	7	0	0			100%
HIST PRESV THEORY & PRACT	3	AU	25	0	0		X	25%
IMPERATIVES OF URBANISM	3	SP	3	1	1			25%
INDIGENOUS LANDSCAPE	3	SP				6	X	50%
INT'L CULT SITE MGMT	3	AU	9	0	0		X	25%
INT'L HOUSING FINANCE	3	SP	0	11	0		X	25%
INT'L RE REGIONS: BRAZIL	1.5	SP	0	12	1			100%
INTERNATIONAL REAL ESTATE	3	SP	0	168	4			25%
INT'L ISSUES IN HIST PRES	3	SP	17	0	0			25%
LATIN AMERICAN ARCH 1929-	3	SP	3	0	1			100%
LATIN AMERICAN CITIES	3	AU					X	100%
METROPOLIS	3	SU	117	0	1		X	25%
NEW YORK GLOBAL	3	SU	8	0	0	22		25%
PLANNING IN EMERGING ECON	3	AU						25%
PLANNING STUDIO-CHILE	6	AU	8	0	3	0	X	100%
PLANNING THEORY	3	AU						25%
POLIT ECON OF DEVT PLAN	3	AU	0	0	13		X	25%
POLITICS OF INT'L PLACEMA	3	SP	0	4	0			25%
POLITCL ENVIRONMNT OF DEVL	3	SP	0	26	2			25%
READING NEW YORK URBANISM	3	SU	58	0	0			25%
REAL ESTATE DEVELOPMENT L	3	AU	261	0	6		X	25%
SUST DEV EAST PORT-OF-SPA	3	SP				8		100%
SUSTAIN URBAN DEV INT'L	3	SP	0	9	0		X	25%
SUSTAINABLE DEVELOPMENT	3	SP	0	1	0			25%
SUSTAINABLE FUTURES	3	AU	25	0	0	29	X	25%
THINKING RACE, READING AR	3	AU				8	X	25%
TRANSNATIONAL PLANNING	3	AU				5	X	25%
URBAN CITIES: OUR NEW NOR	3	AU				6		25%
WORKSHOP IN URBAN STUDIES	3	SP	0	7	0		X	25%
<b>African &amp; African American Studies</b>								
ART & THE COLONIAL ARCHIV	4	AU				8		25%
CARIBBEAN CULTURE & SOCIE	3	AU	0	18	0		X	100%
CARIBBEAN SEXUALITIES	4	SP				12		100%
COLL: CRITICAL RACE THEOR	3	AU				10	X	25%
ETHNIC GROUPS IN US LIFE	4	SP	0	6	0			25%



Course Title	Credits	Semester	GR Enroll AY 12-13	UG Enroll AY 12-13	OT Enroll AY 12-13	Total Enroll AY 13-14	Proposed Offering AY 14-15	% Latin American Content
FOOD, ETHNICITY, GLOBALIZATION	3	AU	37	0	0		X	25%
HISTORY OF RACE IN THE U.S.	4	SP				21		25%
INTRODUCTION AFRICAN DIASPHORA	3	SP	0	13	0		X	25%
PHILOSOPHY RACE & RACISM	4	AU	2	2	0			25%
QUEER/CARIBBEAN/STUDIES	4	AU				7		100%
RACE & POLITICS-CARIBBEAN	4	SP	0	12	0		X	100%
RACE & THE ARTICULATN OF	4	AU	0	12	0			25%
RACIAL & SOCIAL FORMATION	4	SP	5	4	1	5		25%
RACIAL DISPARITIES	4	SP				8		25%
RACIAL DISPARITIES-CAUSES	4	SP				9		25%
RELIGION/SEX AFRO-DIASPORA	4	AU				4		25%
SOCIALISM & THE BLACK CH	4	AU						25%
<b>American Studies</b>								
FREEDOM & CITIZENSHIP IN	3	AU	12	0	0			25%
IMMIGRANT NEW YORK	3	SP	0	12	1			25%
RACE, POVERTY, AMER CRIM	3	SP	0	12	0	12		25%
THE LANGUAGES OF AMERICA	3	SP	1	12	0			25%
<b>Anthropology</b>								
ANTH-CULTRL,BIOL,LING DIV	4	AU	10	0	0			25%
ANTICOLONIALISM	4	AU	0	24	0		X	25%
BORDERS AND BOUNDARIES	3	AU	0	19	0		X	100%
CARIBBEAN SOCIETIES & CUL	3	SU	5	1	0	3		100%
COLONIALISM & THE INTELL	3	AU				4		25%
CRIT NATIVE/INDIGENOUS	3	AU				15		25%
CULTURE & MENTAL HEALTH	3	SU	2	0	0			25%
CULTURE THROUGH FILM &	3	SP				17		25%
CULTURE THRU FILM & MEDIA	3	SP	0	33	0			25%
CULTURES & ECONOMIES	3	AU				14		25%
DECOLONIZING METHODOLOGIE	3	AU				15		25%
EMERGENCE OF STATE SOCIETY	3	AU	14	0	0		X	50%
ETHNOG OF INDIGENOUS AUST	3	AU						50%
ETHNOGRAPHIC FILM	3	SU	1	1	0		X	25%
ETHNOGRAPHIC IMAGINATION	3	SP				27		50%
FILM AND CULTURE	3	AU	0	78	0		X	25%
GENDER, DEVPT & EDUCATION	3	SU	3	0	0			25%
IDEAS/SOCIETY IN THE CARI	3	SP				19		100%
INDIGENITY IN THE ANDES	3	SP	0	17	0			100%
INKA EMPIRE	3	SP				8		100%
INTERP OF CULTURE-DISC	3	SP	0	105	0		X	50%
INTERPRETATION OF CULTRE	3	AU		23	0	16		50%
INTRO TO URBAN ANTHROPOL	3	AU	0	51	0	4		25%
INTRO-SOC/CULTURAL THEORY	3	AU	0	23	0		X	25%
LANGUAGE AND POLITICS	3	SP	8	0	0		X	25%
METHOD AND THEORY IN ARCH	3	SP	0	36	0		X	25%
NATIVE AMERICA	3	AU				12		25%
POLITICAL ECON OF LATIN	3	SU	0	4	0			100%



Course Title	Credits	Semester	GR Enroll AY 12-13	UG Enroll AY 12-13	OT Enroll AY 12-13	Total Enroll AY 13-14	Proposed Offering AY 14-15	% Latin American Content
HIST ANTH OF US-MEXICAN	4	AU	3	17	1	15		100%
HIST OF THE US-MEXICO	4	SP	0	67	0		X	100%
HIST-RACIALIZATION IN THE	4	SP	2	11	0			25%
IMMIGS INDIGENOUS CITIZEN	0	SP	0	1	0			50%
INDEPENDENT STUDY	0	SP	0	1	0			50%
INDIGENOUS PEOPLES:MOVEMN	4	SP	0		0	15		50%
INTRO TO COMP ETHNIC STUD	4	AU	0	199	0	134		50%
INTRO-COMP ETHIC STUDIES	4	AU	0	171	0	132		50%
INTRODUCTION TO LATINO ST	4	SP	0	109	0			25%
ISSU-MOD NATV/AMER TRIBAL	4	AU	1	17	1	6	X	25%
LAT AMER & LATINO SOC MOV	4	AU	0	23	0	8	X	100%
LATIN MUSIC AND IDENTITY	4	AU	0	13	0	21	X	100%
LATINO & ASIAN AMER MEMO	4	AU	1	15	0	11	X	50%
MODOES OF INQUIRY	4	AU	0		0	21	X	25%
NATIVE AMER & INDIGENOUS	4	SP		10		10		50%
NATURE/POWER:ENVIR HIST	4	SP	1	14	0	14		25%
POST 9/11 IMMIGRATION POL	4	AU	1	15	0	18	X	25%
RACE & THE LAW IN US HIST	4	SP	1	14	0	20		25%
RUMOR AND RACIAL CONFLICT	4	SP	0	19	0	10		25%
SEX, DRUGS, AND WOMEN OF	4	SP	0	18	0	17		100%
US-LATINO CULTURAL PROD	4	SP	2		0	21		50%
VIDEO AS INQUIRY	4	SP				9		25%
WEALTH & POVERTY IN AMER	4	AU						
<b>Dance</b>								
AFRO-CUBAN DANCE	3	AU	0	33	0	39	X	100%
AFRO-CUBAN DANCE	3	SP	1	44	0	36	X	100%
<b>Earth And Environmental Sciences</b>								
CLIMATE & SOCIETY:CASE ST	3	AU	0	30	0		X	25%
CLIMATE CHG ADAP & NAT	3	AU	0	10	0	16		25%
DIVERSITY & CONSERVATION	3	AU	0	73	0	18		25%
EARTH RESOURCES & SUSTAIN	3	AU	0	8	0			25%
ECO SERV FR CONS/POVERTY	3	AU	0	10	0	14		25%
ENVIR SUSTAIN/CORP DECIS	3	AU	0	9	0			25%
ENVIRONMENTAL ECONOMICS	3	SP	0	10	0			25%
ENVIRONMENTAL MARKETS	3	SP	0	1	0			25%
PROJECTS IN CONSERVATION	3	AU	0	17	0	2		100%
SEE-U BRAZIL - CON BIO/EN	6	SU	0	17	0	3		100%
SEE-U BRAZIL - FLD MTHDS	6	SU	0	20	0			100%
SEE-U DOM REP - CON BIO/	6	SU	0	20	0			100%
SEE-U DOM REP - FLD MTHDS	6	SU	0	20	0			100%
<b>Ecology, Evolution, and Environmental Biology</b>								
DIRECTED READINGS	0	AU	3	0	0	1		100%
DIRECTED READINGS	0	SP	1	0	0	1		100%
FOOD, ECOLOGY & GLOBALIZ	3	SP	1	14	0	68		25%
RACE:TANGLED HIST-BIOL	3	AU	1		0			25%
<b>Economic Policy Management</b>								
DEVELOPMENT ECONOMICS	3	AU	0	0	40	44		25%

Course Title	Credits	Semester	GR Enroll AY 12-13	UG Enroll AY 12-13	OT Enroll AY 12-13	Total Enroll AY 13-14	Proposed Offering AY 14-15	% Latin American Content
INTERNATIONAL TRADE	3	SP	0	0	102	48		25%
MACROECO/FIN ISS-GLOBAL	3	SP				57		25%
MACROECONOMIC POLICY MGMT	3	AU	0	0	55	42		25%
MICROECONOMICS LAB	3	SP	0	0	54	14		25%
PERSPECTVS ON WORLD ECONO	3	AU						25%
POLITICAL ECON OF DEVELOP	3	SP	1	0	37			25%
<b>Economics</b>								
COLL IN INTERNATIONAL TRA	3	AU	22	0	0			25%
COLLOQUIUM IN DEVELOPMENT	3	AU	22	0	0			25%
DEVELOPMENT ECONOMICS	3	AU	1	39	0	52		25%
ECONOMIC DEVELOPMENT	3	SP	3	76	0	85		25%
ECONOMIC DEVELOPMENT OF	3	AU	6	73	0	66	X	25%
ECONOMIC GROWTH & DEVELOP	3	AU	13	34	0	12		25%
ECONOMIC GROWTH-DEVELOPME	3	AU				9		25%
ECONOMICS OF RACE IN THE	3	SP	1	42	0			25%
ECONOMICS OF THE ENVIRONM	3	SP	13	17	0	21		25%
GENDER & APPLIED ECONOMIC	3	AU	0	27	0			25%
GLOBAL ECONOMIC POLICY	3	SP	4	0	13	16		25%
GLOBALIZATION	3	SP				53	X	25%
GLOBALIZATION & ITS RISKS	3	AU	8	128	0	0		25%
INDUSTRIAL DEVELOPMENT	3	AU	17	0	0	22	X	25%
INDUSTRIAL ORGANIZATION	3	AU	2	80	1	66	X	25%
INDUSTRIAL ORGANIZATION I	3	SP	7	0	1	19	X	25%
INDUSTRIAL ORGANIZATION I	3	AU	2	1	0			25%
INEQUALITY AND POVERTY	3	AU	0	47	0	54		25%
INEQUALITY AND POVERTY	3	SP				16		25%
INT'L MONETARY MARKETS	3	SP	10	46	0	64		25%
INT'L MONETARY THEORY & P	3	AU	0	52	0			25%
INTERNATIONAL MONEY & FIN	3	SP	6	36	0		X	25%
INTERNATIONAL TRADE	3	AU				34		25%
INTERNATIONAL TRADE	3	SU				40		25%
INTRODUCTN TO ECONOMETRIC	3	SP	41	1	0			25%
LABOR ECONOMICS	3	AU	0	1	0	32		25%
LABOR ECONOMICS	3	SP				47		25%
POLITICAL ECON:THRY & EMP	3	AU	15	0	0	14		25%
POVERTY & INEQUALITY	3	SP	0	12	0	53		25%
POVERTY, INEQUALITY & MOB	3	AU	2	79	0	63	X	25%
PUBLIC ECONOMICS	3	SP	4	14	0			25%
SEM-PROBS OF EMERG MKT E	3	SP	0	132	0	10		25%
THE GLOBAL ECONOMY	3	AU	5	0	0	2		25%
THEORY OF INTERNATIONAL T	3	AU	7	0	0			25%
TOPICS IN ECONOMICS OF GE	3	AU						25%

Course Title	Credits	Semester	GR Enroll AY 12-13	UG Enroll AY 12-13	OT Enroll AY 12-13	Total Enroll AY 13-14	Proposed Offering AY 14-15	% Latin American Content
TPCS IN DEVELOPMENT ECON TRANS REFORMS, GLOBL FIN	3	AU	8	0	0	11		25%
Education	3	SP	5	41	1			25%
COMPARATIVE EDUCATION	3	SP	1	0	0		X	25%
COMPARATIVE POLICY STUDIE	3	SP	1	0	0		X	25%
CONTEMPORARY ISSUES IN ED	3	AU	0	25	0			25%
CULTURAL & SOCIAL BASES-E	3	AU	1	0	0			25%
ED & DEV NATIONS:CENTURY	3	AU	1	0	0			25%
EDUC ACROSS THE AMERICAS	3	AU	2	0	0	1	X	25%
EDUCATION & CULTURAL PROD	3	AU	1	0	0			25%
ETHNOGRAPHY OF EDUCATION	3	AU	2	0	0	1	X	25%
GENDER, ED, & INT DEVLPMN	3	AU	2	0	0	6	X	100%
GLOBALIZATION, MOBILITY,	3	AU	1	0	0	2	X	25%
INT PRSPCTS PEACE/HMN RT	3	AU	1	0	0			25%
INTERNATIONAL EDUC POLICY	3	AU	1	0	0			25%
INTRODUCTION TO CULTURAL	3	AU	1	0	0			25%
ISS: ED SOC CHANGE: INTL	3	AU				1		25%
ISS: INT EDUC POLICY STDS	3	SP	5	1	1			25%
ISS/INSTITUTIONS-INTL EDU	3	AU	0	0	2		X	25%
LITERACY AND DEVELOPMENT	3	AU	0	0	2			25%
POLIT ANTHRO:LABOR,RACE,B	3	AU	1	0	0	1		25%
PSYCHOLOGICAL ANTHROPOLOG	3	AU				2		25%
RSCH IND STDY:INTL TRANC	3	SP	1	0	1			25%
SEM: ISSUES URBAN TEACH	3	AU	0	8	0			25%
SEM: MULTICUL ELEM PEDAGO	3	SP	0	12	0	10		50%
SEM: MULTICUL SEC PEDAGOG	3	SP	0		0	5		50%
STRG PLNGG/ORG CHG-INT/NA	3	SP	0	0	0			25%
URBAN POLITICS AND EDUCAT	3	AU	0	0	0			25%
URBAN SCHOOL PRACTICUM	3	SP	0	15	0			25%
English and Comparative Literature								
DECOLONIZING FICTIONS	4	AU	4	0	0			25%
Decolonizing Fictions	4	AU	0	9	0			25%
ETHNOGRAPHY	3	AU	1	0	0	13		25%
EXPLORTNS BLACK LITERATUR	3	AU				52		50%
IMMIGRATION,RELOCATN, DIA	3	AU				1		100%
LATIN AMERICAN MODERNISMS	3	AU				10		25%
LATINO COUNTERCULTURES	3	SP	1	25	0			25%
LITERATURES OF COLONIAL A	3	AU	6	67	0		X	25%
NARRATIVE & HUMAN RIGHTS	3	AU	14	0	0			25%
NARRATIVES OF SLAVERY	3	SP	1	11	0			25%
POSTCOLONIAL NARRATIVE	3	SP	1	0	0			25%
RACE & ETHNICITY	3	AU				21		25%
RACE, GENDER, POETIC FORM	3	AU	1	0	0			25%
SOCIOLOGY OF CULTURE	3	AU				1		25%
SPECTERS OF THE BLACK ATL	3	AU	7	0	0			50%
THE GLOBAL SOUTH ATLANTIC	3	AU				1		50%
YOUTH CULTURES IN THE AME	3	AU						50%
Environmental Policy								

Course Title	Credits	Semester	GR Enroll AY 12-13	UG Enroll AY 12-13	OT Enroll AY 12-13	Total Enroll AY 13-14	Proposed Offering AY 14-15	% Latin American Content
<b>ETHICS, VALUES AND JUSTICE</b>	3	AU	0	0	69	64	X	25%
<b>Film Studies</b>								
CULT/EXPLOITATION	3	SP				43		25%
INT'L FILM HIST 1930-1960	3	AU				25	X	25%
INT'L FILM HIST 1930-	3	AU				26		25%
INTERNATIONAL CINEMA 1960	3	SP				35	X	25%
INTERNATIONAL CINEMA 1960-	3	AU	1	30	7	5	X	25%
INTERNATIONAL CINEMA AFTER	3	SP	2	0	10		X	25%
INTL CINEMA AFTER 1960-	3	AU	0	30	0		X	25%
INTL CINEMA AFTER 1960-	3	SP				34	X	25%
INTL CINEMA AFTER 1990-	3	SP	0	24	2			25%
<b>Finance and Business</b>								
Debt Markets	3	SP	3	0	10			25%
Debt Markets	3	SP	16	1	75			25%
Debt Markets	3	AU	3	0	82	64		25%
Emerging Financial Market	3	AU	0	0	17			25%
Emerging Financial Market	3	AU	0	0	68			25%
Emerging Financial Market	3	SP	3	0	64			25%
Emerging Financial Market	3	AU				65		25%
Emerging Financial Market	3	SP				54		25%
Entrepreneurial Finance	3	AU				300		25%
Entrepreneurial Finance	3	SP				188		25%
Entrepreneurial Finance &	3	AU	0	0	210			25%
Entrepreneurial Finance &	3	SP				14		25%
Global Real Estate Invest	3	SP				33		25%
Markets for the Poor	3	SP				44		25%
<b>First Year Seminar</b>								
CANNIBAL COUSINS: DOMINION	3	SP	0	11	0			100%
CANNIBAL COUSINS: HAITI	3	SP	0	8	0			100%
CAPITALISM, LIBERALISM, FRE	3	SP				16		25%
CULTURE, ETHICS & ECONOMI	3	AU	0	15	0	16		50%
ETHNICITY & SOCIAL TRANSF	3	AU	0	15	0		X	25%
GLOBAL LIT: NEW WRD UTOPI	3	AU				16		25%
GLOBAL LIT: POLITCS & THE NO	3	AU	0	15	0			24%
HUDSON RIVER&MDRNZN OF AM	3	AU	0	16	0			25%
NEW WORLD ENCOUNTERS	3	SP				11		50%
RACE, DEMOCRACY, & EDUCAT	3	SP	0	15	0	15		25%
THE AMERICAS I	3	AU	0	15	0	13	X	100%
THE AMERICAS II	3	SP	0	13	0	12	X	50%
THINKING LATIN AMERICA	3	SP	0	14	0		X	100%
<b>History</b>								
1968 BRAZIL, MEXICO & URUG	3	SP	5	2	0			100%
ANARCHISM: A GLOBAL HISTORY	4	SP	5	5	0			100%
APPROACHES TO INTL/GLOBAL	3	AU	30	0	0	13	X	25%
ATLANTIC SLAVE TRADE	3	SP	1	6	0			25%
BODIES/POPULATIONS-LAT AM	4	SP				10		100%
COLD WAR IN LATIN AMERICA	3	SP	8	1	0			25%

Course Title	Credits	Semester	GR Enroll AY 12-13	UG Enroll AY 12-13	OT Enroll AY 12-13	Total Enroll AY 13-14	Proposed Offering AY 14-15	% Latin American Content
COLONIAL ENCOUNTERS	3	SP	1	32	0	36		25%
COLONIAL ENCOUNTERS	3	AU						25%
COLONIAL SPANISH AM. LIT.	3	SP	1	0	0	36		100%
COLONIZATION/DECOLONIZAT	3	AU						25%
COMPARATIVE SLAVERY & ABOL	3	AU	9	0	0	4		25%
CUBA AND LATIN AMERICA	3	AU	7	6	0			100%
EMP & CULTURES-ATLANTIC	3	SP				8		25%
FAMILIES LATIN AMERICA	3	AU	0	13	0			100%
HIST OF LATIN AMER POP CU	3	AU				19		100%
HIST-CUBA FR LATE SP COL	3	SP	1	7	0			100%
HISTORIOGRAPHY-LAT AM-MOD	3	AU				11	X	100%
HISTORY OF HUMAN RIGHTS	3	SP				3		25%
HUM RIGHTS ACTIVISM-LAT	3	SP	4	7	0			100%
INEQUALITIES:LAT AM HIST	3	SP	2	12	0			100%
INTERNATIONAL DEVT IN	3	AU	11	0	0			25%
INTERNATIONAL FINANCIAL H	3	SP	1	0	0			25%
LAT AMER COLONIAL HIST	3	SP				3		100%
LAT AMER: MIGRATION/RACE/	3	SP				1		100%
LAT. AMER. COLONIAL HIST	3	SP				49		100%
LATIN AMER CIVILIZATION I	3	AU	0	32	0	1	X	100%
LATIN AMERICAN CIVILIZAT	3	AU	0	104	0		X	100%
LATIN AMERICAN CIVILIZAT	3	SP	0	64	0	71	X	100%
MAKING OF THE MOD AMER LAN	3	SP				37		100%
MERCHANTS, PIRATES, & SLA	3	AU	0	39	0		X	25%
MEXICAN POLITICS IN THE	3	SP	8	1	1			100%
MEXICO FROM REVOL TO DEM	3	SP				1		100%
MEXICO FROM REVOL TO DEM	3	SP	0	25	0	24		100%
MIGRATION/CITIZENSHIP-US	3	SP				6		25%
NATIVE AMERICAN HISTORY	3	SP				14		25%
NEW WORLD HISTORIOGRAPHY	3	SP	2	0	0	3		25%
ORIGIN STORIES:RACE,GENEA	3	AU				3		100%
PERSP ON INTL & WORLD	3	SP	15	0	0	17	X	25%
POVERTY, RACE, & GENDER U	3	SP				36		25%
RACE & THE LAW IN US HIST	3	AU				2		50%
RACE IN THE MAKING OF U S	3	SP	1	15	0			25%
RACE, TECH & HEALTH/US HI	3	SP	0	11	0			25%
READINGS: COLONIAL HIST	3	SP	3	0	0			25%
SLAVE MEMORY IN BRAZIL	3	AU				4		100%
SLAVERY IN WORLD HISTORY	3	SU	0	5	0			25%
SLAVERY,RACE & SOCIAL	4	SP				5		50%
SLAVERY/ABOLITION-ATLANTC	3	SP				11		100%
THE HISTORY OF OCCUPATION	3	SU	1	5	0	62	X	25%
THE MODERN CARIBBEAN	3	AU				35		100%
WOMEN & GENDER IN LAT AME	3	AU				5	X	100%
WORLD MIGRATION	3	AU				30	X	100%

Course Title	Credits	Semester	GR Enroll AY 12-13	UG Enroll AY 12-13	OT Enroll AY 12-13	Total Enroll AY 13-14	Proposed Offering AY 14-15	% Latin American Content
<b>Human Rights</b>								
ECON,SOC,CULTURAL RTS-POL	3	AU	13	2	0	14	X	25%
EQUALITY,IDENTITY & RIGHT	3	SP	21	2	0	17		25%
HUM RIGHTS/GLOBAL ECON	3	SU				15		25%
HUMAN RIGHTS & FOREIGN	3	AU				12		25%
HUMAN RIGHTS & HUMAN WRON	3	AU	5	7	0		X	25%
HUMAN RIGHTS & INT ORG	3	AU	21	0	0	19	X	25%
HUMAN RIGHTS & INT ORG	3	SP	18	0	0	22	X	25%
HUMAN RIGHTS GRAD RES COL	3	AU	1	0	0			25%
HUMAN RIGHTS GRAD RES COL	3	AU	3	0	0			25%
HUMAN RIGHTS SENIOR SEMIN	3	AU	0	15	0			25%
INT'L HUMAN RIGHTS LAW	3	SP	0	20	0			25%
INT'L HUMAN RIGHTS MOVE	3	AU				11	X	25%
INT'L HUMAN RIGHTS MOVEME	3	SU				11	X	25%
INT'L HUMANITARIAN LAW/	3	SP	2	10	0			25%
INTERNATIONAL HUMAN RIGHT	3	AU	18	1	0	21		25%
INTERNATIONAL HUMAN RIGHT	3	SP	14	3	0	22		25%
INTRO TO HUMAN RIGHTS	3	SU	3	13	0	16		25%
INTRODUCTION TO HUMAN RIG	3	AU	39	1	0	45	X	25%
INTRODUCTION TO HUMAN RIG	3	AU	0	134	0		X	25%
<b>International and Public Affairs</b>								
ADAPTATION TO CLIMATE CHA	3	SU	1	20	0			25%
ADV ECON DEVT FOR INT	3	AU	1	0	6			25%
APPL POLIT ECON OF POLICY	3	AU	2	0	4	36		25%
COLONIALISM & POSTCOLONIA	3	SP				56		25%
COLONIALISM & POSTCOLONIA	3	AU	7	0	0			24%
COMPARATIVE DEVELOPMENT	3	SP				8		25%
COMPARATIVE FOREIGN POL	3	SP				18		25%
COMPL EMERG:ROOT CAUSES-	3	SU				9		25%
CORP SOCIAL RESPONSIBL	3	AU	3	0	7		X	25%
ECONOMIC DEVELOPMENT FOR	3	AU	2	0	9		X	25%
ECONOMIC DEVT IN LATIN	3	SP	2	1	74	98	X	25%
EMERGING CAP MKTS:THRY &	3	SP	1	4	11	15		100%
EMERGING FIN MKTS:THRY &	3	AU	0	0	2	62	X	50%
EMERGING FINANCIAL MARKET	3	SP	2	0	2	52	X	25%
EMERGING MARKET INVESTMNT	3	SP	1	0	10	29		25%
ENERGY INDUSTRY IN THE	3	AU	1	0	4			25%
ENVIR, CONFLICT & RESOL	3	SP	1	1	13	20		25%
FIN SERVICES-BRAZIL.COMP	3	AU	7	1	14	16	X	25%
FUTURE-GLOBAL FINANCIAL	3	SP	0	0	10			100%
GENDER,GLOBAL,HUM RIGHTS-	3	AU	2	0	8			25%
GENDER,GLOBALIZATN & HUM	3	SP	4	4	30	20	X	25%
GLOBAL ECONOMIC GOVERNANC	3	AU	2	0	31		X	100%
GLOBAL ENERGY POLICY	3	AU	0	0	11			25%
GLOBAL PUBLIC POLICY SEM	3	SP	0	0	2			25%
GLOBALIZATION	3	SP	2	0	2			25%
HIGHER ED POLICY-DEV COUN	3	AU	2	1	2			25%



Course Title	Credits	Semester	GR Enroll AY 12-13	UG Enroll AY 12-13	OT Enroll AY 12-13	Total Enroll AY 13-14	Proposed Offering AY 14-15	% Latin American Content
HUMAN RIGHTS & DEVP POLI	3	AU	6	2	16	16		25%
HUMAN RIGHTS PRACTIUM I	3	SP	16	1	15			25%
HUMAN RIGHTS SKILLS & ADV	3	AU	2	1	1	19		25%
HUMANITARIAN AFFAIRS PRAC	3	AU	4	0	10			25%
INT ENFORCEMENT & UN SEC	3	SP	3	0	11			25%
INTL ENVIRONMENTAL POLIC	3	SP	8	0	12			25%
INTL HUMAN RIGHTS LAW	3	AU	3	1	12	25		25%
INTL HUMAN RIGHTS LAW	3	SP	1	0	14	17		25%
INTERNATIONAL BANKING	3	AU	0	0	1		X	25%
INTERNATIONAL BANKING	3	SP	0	0	1	21	X	25%
INTERNATIONAL CAPITAL MAR	3	SP	8	1	79			25%
INTERNATIONAL CAPITAL MAR	3	AU	4	4	21	64		25%
INTERNATIONAL ETHICS	3	SP	2	2	8			25%
INTERNATIONAL HUMANITARIA	3	SP	1	0	16	31		25%
INTERNATIONAL ORGANIZATIO	3	SP	2	1	27			25%
INTERNATIONAL TRADE	3	SP	1	0	17		X	25%
INTERNATIONAL TRADE	3	AU	0	2	5	28	X	25%
INTL ENERGY PROJECT FINAN	3	SP	0	1	4	23		25%
INTL FINANCE & MONETARY	3	AU	0	1	4		X	25%
INTL FINANCE & MONETARY	3	SU	2	0	4	70	X	25%
INTL RELATIONS:THRY & CON	3	SP				11		25%
INTL TRADE: EMERGING PLCY	3	SP	1	0	16	7		25%
INVESTMNT STRAT-DEVP COUN	3	AU	6	1	5		X	25%
ISSUES IN RURAL DEVELOP	3	SP	0	0	6	21		25%
MANAGING THE GLOBL CORP	3	SP	1	0	21			25%
MANAGING THE UN SYSTEM	3	SP	1	0	21		X	25%
METHODS FOR DEVELOPMENT	3	AU	1	0	5	112		25%
MICROFINANCE & CAPITAL	3	AU	2	0	16	40	X	50%
MICROFINANCE & DEVELOPG	3	AU	3	0	12		X	25%
NEW MEDIA-DEVT COMMUNICA	3	SP	3	36	28			25%
OIL, RIGHTS & DEVELOPMENT	3	SP	0	0	22			25%
PETROLEUM MARKETS & TRAD	1.5	AU	1	1	3	17		100%
POL, SOC & ECON DEVP-BRAZ	1.5	SP	3	0	2	8		25%
POL, SOC & ECON DEVP-BRAZ	3	SP	3	0	2			25%
POLITICAL ECON & ENVIR	3	AU	5	1	10			100%
SOCIAL WELFARE & DEVELOP	3	SP	0	1	23			25%
STATE & SOC IN THE DEVP W	3	SP	12	2	42	48		25%
STATE BLDG IN THE DEV WOR	3	SU	4	6	0	6		25%
THE RISE OF BRIC	3	SU	4	1	2	8		25%
THE UN & GLOBAL SECURITY	3	AU	3	0	7		X	25%
THE UN AND DEVELOPMENT	3	SP	0	3	9	12	X	25%
THEORY,HIST,PRAC OF HUM	3	AU	0	1	0	10		25%
THIRD WORLD SECURITY ISSU	3	SU	9	3	7		X	25%
THIRD WORLD SECURITY ISSU	3	SP	4	0	1	17		100%
THRY OF INTL POLITICAL	3	AU						
UNITED NATIONS & HUMAN	3	SU						
UNITED NATL & GLOBALIZAT	3	AU						
US-LAT AMER RELATNS: WWII	3	AU						

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WOMEN & GLOBAL LEADERSHIP WOMEN AND GLOBALIZATION	3	SP AU	2 4	3 0	15 8	40	X	25%
<b>Journalism</b>								
IMMIGRATION	6	SP				5		50%
IMMIGRATION REPORTING	6	AU	11	0	0			50%
MASTERS PROJECT I	3	AU	4	4	0		X	50%
MASTERS PROJECT II	3	SP	6	0	0			25%
RADIO	6	SP	18	0	0			25%
SOCIAL MOVEMENTS/NEWS	6	AU	6	1	0		X	25%
<b>Latin American and Caribbean Studies</b>								
20TH C LAT AM CULT/INTELL	4	SP	8	0	0	15		100%
FOUND-LAT AM/CARIBBEAN ST	4	AU				2		100%
HIST OF THE US-MEXICO	4	SP				4		100%
INDEPENDENT RESEARCH SEM	4	AU	18	0	0	14	X	100%
LIT/RES-LAT AMER/CARIB	4	SP	13	0	0	17	X	100%
LIT/RES-LAT AMER/CARIB	4	SP					X*	100%
MEXICO SEMINAR	1.5	SP				10		100%
MICROFINANCE & DEVELOPMEN	2	SP	1	0	0	5	X	100%
PERSPECTIVE ON LAT AMER	4	AU	7	0	0			100%
READINGS IN LATIN AMER	4	SP	3	0	0	4		100%
REMAPPG CITIZENSHIP:19C	4	SP				3		100%
ST BLDG-NATION BLDG:19C	4	AU						100%
<b>Law</b>								
EXT: IMMIGRATION LAW-FLDW	3	AU	0	0	10			25%
EXT: IMMIGRATION LAW-FLDW	3	SP	0	0	14			25%
EXTERNSHIP: FED GOVT ETHICS	3	AU	0	0	0			25%
IMMIGRATION L	3	SP	0	0	14			25%
IMMIGRATION LAW	3	AU	1	0	19	25	X	50%
LATIN AMERICAN LAW	3	AU	0	0	5			100%
S CUBA:LAW,POLICY & TRANS	2	SP	6	0	26	26	X	100%
S HUM RIGHTS,LAW & DEV	3	AU	1	0	5			24%
S IMMIGRATION LAW	3	SP	0	0	7			25%
S INTL ARBITRATION IN LAT	3	AU	0	0	7			24%
S TRANSNATL BUSI/HUMAN RI	3	SP	3	0	12	15	X	25%
SEM-IMMIGRATION LAW & POL	3	SP	0	0	12	15	X	25%
SEM-INTL HUMANITARIAN LA	3	SP				17		25%
SEM-LABOR RIGHTS IN GLOBA	3	SP				17		25%
SEM-RACE AND POVERTY LAW	3	SP				19		25%
<b>Music</b>								
AFRO-COLUMBIAN	3	SP	0	9	0			100%
ETHNO FIELD METHODS/TECHN	3	AU	1	7	0	15		25%
PROSEM-ETHNOMUSICOLOGY II	3	AU	8	0	0	2		50%
SALSA/SOCA & REGGAE: CARI	3	AU				287		100%
SALSA/SOCA & REGGAE: CARI	3	SP				4		50%
SEM-ETHNOMUSICLGY:FLD MTHD	3	SP				3		100%
TOPICS IN MUSIC & SOCIETY	3	SP				7		100%
WORLD MUSIC ENSEMBLE-LATI	3	AU	0	9	0			100%

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<b>Political Science</b>								
AMERICAN FOREIGN POLICY	3	AU				55		25%
AMERICAN URBAN POLITICS	3	SP				53		25%
ANALYZING LATINO POLITICS	3	SP	0	18	0			100%
ASIAN & LATINO IDENT & CHALLENGES FOR DEV DEMOC	3	SP	0	8	0	9		50%
COLL: RACIAL VIOLENCE	3	SU				13		25%
COLL: SOCIAL MOVEMENTS	4	SP	0	15	0			25%
COLL: SOCIAL MOVEMENTS	4	AU				14		25%
COLL:PLTCS URBAN DEVELOPM	4	SP				11		25%
COLL:RACES& MODRN POLIT THO	4	AU				17		25%
COMPARATIVE POLITICAL ECO	3	SP	0	13	0			25%
COMPARATV POLITICS SURVEY	4	SP	17	0	1		X	25%
DEBATES-INTL PEACE INTERV	4	SP	9	1	0			25%
DEM & INST CHANGE IN LATN	4	AU	1	15	0	12		100%
DEMOCRATIC RESPONSIVENESS	4	AU						25%
FORCED MIGRATION PRACTICU	4	AU	1	0	1			25%
GENDER & INTERNATNL RELAT	3	SP	0	36	0	23		25%
GLOBAL ENERGY: SECURITY/ GLOBALIZATION	4	SU				17		25%
HOW CIVIL WARS END	3	SP	0	13	0	13		100%
HUMAN RIGHTS & IMMIGRATIO	3	AU						25%
INT COOPERATION & INST	3	SP	0	20	0	7		25%
INTL LAW & INTL RELAT	4	AU						25%
INTERNATIONAL LAW	4	SP	6	0	0			25%
INTERNATIONAL LAW-DISC	3	SP	0	35	0			25%
INTERNATIONAL POLITICL EC	0	SP	0	10	0			25%
INTERNATIONAL POLITICL EC	4	SP	10	0	4	6		25%
INTERNATIONAL POLITICS	3	AU	0	211	0		X	100%
INTERNATIONAL SECURITY	3	SP	0	126	0			25%
INTERNATL LAW & U.N. IN PRACTI	3	SP	1	11	0			25%
INTL SIGNALING & COMMUN	3	SP	0	18	0			25%
INTL SIGNALING & COMMUN	4	SP	20	0	0	9	X	25%
INTRO TO COMPARATIVE POL	3	AU	0	87	0			25%
INTRO TO COMPARATIVE POL	3	SP	0	138	0	88	X	25%
INTRO TO INTL RELATIONS	3	AU	0	31	0	32		25%
INTRO-COMP POLITICS-DISC	0	SU				15	X	25%
INTRO-COMP POLITICS-DISC	0	AU	0	83	0	17	X	50%
INTRO-COMPARATIVE POLITICS	3	SP	0			16		50%
ISSUES & METHODS IN COMP	4	SP	8	0	0	8	X	25%
ISSUES IN POLITICAL THEOR	4	AU				11		25%
LATIN AMER POLIT ECONOMY	3	AU				9		100%
LATIN AMER POLIT IN COMP	3	SP	0	11	0	6		100%
LATIN AMER POLITICS-DISC	4	SP	3	0	0	24	X	100%
LATIN AMERICAN POLITICS	4	AU				30		100%
LATINO POL:IMMIGRATN/ LATINO POLITICAL EXPERIEN	3	SP	2	55	0		X	100%
	3	AU	0	24	0	13		100%

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LEFT-RIGHT DIVIDE-GLOBAL PLTCS OF CONSTIT CHG/LAT	3	SP	0	13	0			25%
POL ECON OF TRADE & INVES	3	AU	4	0	0			100%
POL ECON OF TRADE & INVES	4	AU	4	0	0			100%
POLIT ECONOMY OF DEVELOP	3	AU	0	10	0	14		100%
POLITICAL DEVELOPMENT	4	SP	8	0	0		X	25%
POLITICS OF IMMIGRATION	4	SP				4		25%
RACE IN HIST OF WESTERN I	3	AU				8		100%
RACE-ETHNICITY IN AMERCN	4	SP	4	0	0			25%
RACE-ETHNICITY IN AMERCN	3	SP	0	35	0	67		25%
RACE, ETHNICITY & IMMIGRA	3	SU				3		25%
RACE, LAW & AMER POLITICS	3	SP				11		50%
SOC PROTECTN AROUND THE	3	SP				2		25%
SPECIAL RESEARCH COURSE	3	AU	0	15	0	1		100%
THE POLITICS OF HUMAN RIG	3	SP						24%
THEORIES OF INT'L RELATIO	3	SU	1	5	0			25%
THEORIES OF REVOLUTION	4	AU	30	0	1		X	25%
UNITED STATES FOREIGN POL	3	AU	0	12	0			25%
WAR, REVOLUTION & THE MOD	4	AU	3	0	0			25%
Portuguese	4	SP	0	4	0			25%
ADV LANGUAGE THROUGH CON	3	AU				5	X	100%
ADV WRITING/COMP IN PORT	3	AU	3	9	1			100%
BRAZILIAN SOCIETY & CIV	3	AU	0	6	1		X	100%
BRAZILIAN-PORT LINGUISTIC	3	SP	1	10	0		X	100%
COMP ELEM PORT I/II-SPAN	4	AU	5	36	3	31	X	100%
COMP ELEM PORT I/II-SPAN	4	SP	4	19	6	35	X	100%
COMPREHENSIVE INTERMED	4	AU	1	23	0	17	X	100%
COMPREHENSIVE INTERMED PO	4	SP	6	27	9		X	100%
CONVERS ABOUT LUSOPHONE	3	AU	1	7	0	11	X	100%
ELEMENTARY PORTUGUESE I	4	AU	4	36	2	39	X	100%
ELEMENTARY PORTUGUESE II	4	SP	1	21	2	17	X	100%
INTERMEDIATE PORTUGUESE I	3	SP				8	X	100%
INTERMEDIATE PORTUGUESE I	3	AU				9	X	100%
INTRO TO PORTUGUESE STUD	3	SP	1	11	2	11		100%
LUSOPHONE AFR/AFRO-BRAZ	3	SP	0	17	0		X	25%
INTRO TO CULTURAL PSYCHOL	3	AU				141		25%
INTRO TO CULTURAL PSYCHOL	3	SP				12		25%
PSYCH OF CULTURE & DIVERS	3	AU	11	15	1			25%
Public Administration								
GLOBAL CONTEXT OF POLICY	3	SU	0	0	15	32		25%
INT'L ECONOMIC POLICY	3	SP	0	0	0			25%
INT'L POLITICAL ECONOMY	3	SU	0	0	19	33		25%
INT'L TRADE & DEVELOPMENT	3	AU	0	0	0	21	X	50%
INT'L FINANCE & MONETARY	3	SP	0	0	0	23		25%
PLCY FORM, EMERG MKRTS, GL	3	SP				21		25%
STRAT CORP SOC RESPONSIBI	3	AU	2	0	3	24	X	50%
Public Affairs								
COMP PERSPEC RACE, POL, PUB	3	SP				13		25%

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DEVELOPMENT PRACTICE LAB	3	SP	0	0	51	50		25%
GLOBAL FOOD SYSTEMS	3	SP	5	0	53			25%
GLOBAL HEALTH PRACTICE	3	SP	0	0	52			25%
GLOBAL URBAN POLICY & DEV	3	SP	0	1	11			25%
IMMIGRANTS & IMMIGRATION	3	SP	3	0	9	7	X	100%
INNOVATIVE ECON DEVPT STR	3	SP	4	0	3			25%
POL-RACE, CRIME, CRIM JUST	3	AU	12	0	4			25%
SOCIAL MOVEMENTS & SOC	3	AU	0	0	1			25%
SUSTAINABLE DEVPT PRACTIC	3	SP						25%
FIELD METHODS IN EPIDEMIOLOGY	3	SP						50%
GLOBAL AIDS POLICY	3	SP						50%
GLOBAL MASTERS ESSAY II	2	SP						50%
PRINCIPLES OF EPIDEMIOLOGY	3	AU					X	50%
SEMINAR IN RESEARCH AND PROF	1	SP					X	50%
SEMINAR IN RESEARCH AND PROF	1	AU						50%
STRUCTURAL APPROACH TO GLOBAL	3	SP						50%
THEORIES PERS ON SEXUAL & HEALTH	3	AU					X	50%
<b>Quechua</b>								
ELEMENTARY QUECHUA I	4	AU	0	2	0	4	X*	100%
ELEMENTARY QUECHUA I	4	SP				1	X*	100%
ELEMENTARY QUECHUA II	4	SP				1	X*	100%
<b>Regional Studies</b>								
DEMOC, CITIZENSHIP, LEADRSHP	3	AU	5	0	1			25%
E ASIA/LAT AMER IN COMP	3	SU	0	13	0	16		50%
FINANCIAL ISSUES IN LATIN	3	SP						100%
POST NEOLIBERAL POLICIES-	3	AU	2	0	1			25%
THE TRANSATLANTIC ECONOMY	3	AU	1	0	3			25%
<b>Social Work</b>								
ADV CLIN PRAC-CONTEMP SOC	3	AU	19	0	1			25%
ADV GEN PRAC-LATINO POPULATIONS	3	SP	4	0	0	6	X	100%
CROSS-CULTURAL STUDY HIV	3	SP	1	0	0			25%
EXAMING HLTH SERV-BRAZIL	3	SU	1	0	0			100%
IMMIGRANTS IN THE US	3	AU				1		50%
INTL SOCIAL DEVPT PRAC	3	SP	17	0	0			25%
INTL SOCIAL WELFARE SERVI	3	AU	47	0	0		X	25%
INTRNL SOCIAL WELFARE/SERV	3	SP				1		25%
INTRMDT CONVSTNL SPANISH	3	AU	23	0	0			100%
INTRMDT CONVSTNL SPANISH	3	SP	12	0	0			25%
RACE & REPRESENTATION	3	SP				6		25%
SEMINAR ON US IMMIGRATION	3	SP	1	0	0	12		25%
SOCIAL POLICY DVLMT WRLD	3	SP						25%
STRATGC PLANNING INTL ORG	3	AU	1	0	0			25%
<b>Sociology</b>								
COMPARATIVE CAPITALISM	3	SP				6		25%
ETHNIC DIVER & WELFARE ST	3	AU	0	9	0			25%
ETHNO IMAG: MAPPING THE	3	AU	0	4	0	9		25%
ETHNO IMAG: MAPPING THE	3	SP						50%
GLOBAL URBANISM	4	AU	0	2	1			25%

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GLOBAL URBANISM	4	AU	3	94	0	129	X	25%
GLOBAL URBANISM	4	SU	1	17	0		X	25%
IMMIGRANT NEW YORK	3	AU				20	X	50%
IMMIGRATION & ETHNIC IN	3	AU	0	8	0		X	25%
IMMIGRATION-TRANSFORM-AME	3	SP				4		50%
IMMIGRATION-CITIES,STATES	3	SP	21	0	0	33		50%
INEQUALITIES U.S. LAW&SOC	3	SP	0	24	0	23	X	50%
INTERNATIONAL MIGRATION	3	SP	12	0	0	25		25%
MIGRATION & MOBILITIES IN	3	SP				4	X	25%
POST RACIAL AMERICA?	3	SP	2	59	0			50%
RACE & PLACE IN URBAN AM	3	AU				32		25%
RACE, CRIME & LAW	3	SP	2	36	0			25%
RACE, CRIME & LAW - DISC	3	SP	2	10	0			25%
RACIAL & ETHNIC INEQUAL	3	AU				11		25%
SOC MOVEMENTS, COLLECTIVE	3	AU	0	20	0			25%
SOCIAL CONTEXTS IMMIGRATN	3	AU	0	12	0			25%
SOCIOLOGY OF CULTURE	3	AU	0	8	0		X	25%
Sociomedical Sciences								
EMERGING TPCS- URBAN/COMM	3	AU	3	0	0	7		25%
ETHNOGRAPHIC MTHDS/HLTH R	3	SP						25%
GLOBAL AIDS POLICY	3	SP	1	0	8	18		25%
RACE AND HEALTH	1.5	SU	0	0	36			25%
RACE AND HEALTH	3	AU	8	1	2	25	X	25%
URBAN SPACE & HEALTH	3	SP				16		25%
Spanish								
ADV LANGUAGE THROUGH CON	3	AU	0	98	0	61	X	100%
ART & LATE CAPITALISM-LAT	3	SP	0	55	1	48	X	100%
ART WORLD AS SYST-CRIT-LA	3	SP	10	1	0	1		100%
ART, MEMORY & HUMAN RIGHT	3	AU	0	18	0			100%
ART, MEMORY & HUMAN RIGHT	3	SP	9	0	0	10		100%
BARBARISMS IN LATIN AMER	3	SP	15	1	0	1		100%
CATALAN CULTURE	3	SP	0	8	0			100%
CENSORSHIP IN SPANISH CIN	3	SP				11		100%
COMPREHENSIVE BEGINNING S	3	SP	1	16	0	15	X	100%
COMPREHENSIVE BEGINNING S	3	AU	0	27	4	21	X	100%
COMPREHENSIVE INTER SPAN	4	AU	2	24	0	24	X	100%
COMPREHENSIVE INTER SPANI	4	SP	1	23	1	27	X	100%
CUBA INSIDE AND OUT	3	AU				13		100%
CULT & AUTH/20THC LA & SP	3	AU				13		100%
CULTURA	3	SP	0	12	0	9		100%
CULTURES OF DISCIPLINE	3	SP				8		100%
DEMOCR & EXCESS CONTEMP S	3	SP	0	7	0		X	100%
DIDACTICS-SPAN LANG &	3	AU	6	0	0	4	X	100%
DISCOURSE IN SPANISH	3	AU	0	11	0		X	100%
DISCOURSE IN SPANISH	3	SP				15	X	100%
ELEMENTARY SPANISH I	4	AU	2	173	7	205	X	100%

Course Title	Credits	Semester	GR Enroll AY 12-13	UG Enroll AY 12-13	OT Enroll AY 12-13	Total Enroll AY 13-14	Proposed Offering AY 14-15	% Latin American Content
ELEMENTARY SPANISH I	4	SP	2	75	3	74	X	100%
ELEMENTARY SPANISH I	4	SU	3	17	0	17	X	100%
ELEMENTARY SPANISH II	4	SP	2	213	6	228	X	100%
ELEMENTARY SPANISH II	4	SU	1	23	0	24	X	100%
ELEMENTARY SPANISH II	4	AU	0	91	2	113	X	100%
EXCAVATING VISUAL LATIN A	3	AU				11		100%
GAY CULTURE CONTEMP SPAIN	3	SP	0	14	0			100%
GENDER/SEXUALITY/LAT AM C	3	AU	0	16	0			100%
GENDER/SEXUALITY/LAT AM C	3	SP				14		100%
GLOBAL CITIES: LATIN AMER	3	SP	0	8	0			100%
HISPANIC CULTURES I (SP)	3	AU	0	43	0	44	X	100%
HISPANIC CULTURES I (SP)	3	SP	0	29	0	16	X	100%
HISPANIC CULTURES II (SP)	3	AU	0	42	0	30	X	100%
HISPANIC CULTURES II (SP)	3	SP	0	40	0	42	X	100%
HISPANICS AND MIGRATION	3	AU				26	X	100%
INDEPENDENT STUDY	3	AU	0	4	0		X	100%
INTERMEDIATE SPANISH I	4	SP	0	120	5	130	X	100%
INTERMEDIATE SPANISH I	4	SU	2	30	0	31	X	100%
INTERMEDIATE SPANISH I	4	AU	1	234	0	221	X	100%
INTERMEDIATE SPANISH II	4	SP	2	263	2	270	X	100%
INTERMEDIATE SPANISH II	4	SU	2	28	0	41	X	100%
INTERMEDIATE SPANISH II	4	AU	0	172	3	176	X	100%
INTR-STDY-HISPANIC CULTRS	3	SP	0	30	0		X	100%
INTRO-STDY-HISPANIC CULTR	3	AU	0	47	0	45	X	100%
INTRO-STDY-HISPANIC CULTR	3	SP	0	19	0	56	X	100%
LANGUAGE & REVOLUTION	3	SP	0	5	1			100%
LATIN AMER HUMANITIES I	3	AU	0	13	0			100%
LATIN AMER HUMANITIES II	3	SP	0	9	0			100%
LATIN AMER LIT (IN TRANSL	3	SP	0	79	0	79		100%
LATIN AMER LIT (IN TRANSL	3	SP	0	0	1			100%
LIT OF THE SPANISH CARIBB	3	AU				9		100%
LITERATURE-SOUTHERN CONE	3	SP	1	11	0			100%
MAPPING EARLY MODERN EMP	3	AU				11		100%
NEW AUTHORS, NEW TEXTS	3	SP				4		100%
NEW WORLD SAVANTS & PEDAG	3	AU	2	0	0			100%
ON FRIENDSHIP	3	SP				20		100%
PAN-AMERICANISM	3	SP				5		100%
PERFORMANCE & THE NEW WOR	3	AU	0	7	1			100%
POP CULT/RACIAL IMAG:BRZL	3	SP	13	0	0			100%
RAPID READING AND TRANSLA	3	SP	8	0	0	14		100%
RELI IN EARLY & LATE MOD	3	SP	13	0	0			100%
ROCK MUSIC & LIT SOUTHERN	3	SP				0		100%
ROCK MUSIC & LIT SOUTHERN	3	AU	0	17	0			100%
ROCK MUSIC & LIT SOUTHERN	3	SP				17		100%
SEM:LITERARY & CULTURAL T	3	AU	8	0	0	9		100%
SENIOR RESEARCH SEMINAR	3	AU	0	9	0			100%
SENIOR SEMINAR	3	SP	0	18	0	5		100%
SHORT FICTION IN LATIN AM	3	SP	0	24	0		X	100%

Course Title	Credits	Semester	GR Enroll AY 12-13	UG Enroll AY 12-13	OT Enroll AY 12-13	Total Enroll AY 13-14	Proposed Offering AY 14-15	% Latin American Content
SOCIOLING ASPECTS U.S.SPA	3	AU	1	9	0	11		100%
SOCIOLING ASPECTS U.S.SPA	3	SP				11		100%
SPAN FOR SP SPEAKING STUD	3	AU	0	9	0	11		100%
SPAN FOR SP SPEAKING STUD	3	SP	0	7	1	7		100%
SPAN GRAMMAR: RULES-LAW/B	3	AU	0	18	0			100%
SPANISH AMERICAN POETRY	3	AU	2	12	0	4		100%
SPANISH NATIONALISM 1808-	3	SP					X	25%
SPANISH PRAGMATICS	3	SP	0	15	0	13	X	100%
SPANISH PRAGMATICS	3	AU				30		100%
SR SEM: TRAVEL EMPIRE HISP	3	AU	1	0	0			100%
SUPERVISED INDIVIDUAL RES	2	AU	1	0	0			100%
SUPERVISED INDIVIDUAL RES	2	SP	12	0	0			100%
SUPERVISED INDIVIDUAL RES	2	SP	0	3	0			100%
TEORIAS-CULTURA-AMERICA L	3	SP	9	1	0			100%
THEOR OF PERFORMANCE IN A	3	SP	5	0	0	3	X	100%
TRANSLATING CULTURES	3	AU				4		100%
VICE AND VIRTUE	3	AU				14		100%
VISIONS FROM AFAR FROM NE	3	AU						100%
<b>Sustainable Development</b>								
GLOBAL GOVERNANCE FOR	3	SP	14	0	1	23	X	25%
GLOBAL PUBLIC POLICY SEMI	3	AU						25%
HUMAN POPULATIONS & SDEV	3	SP	0	23	0	34	X	25%
SUSTAINABLE DEVELOPMENT	3	AU	20	0	0	15	X	25%
SUSTAINABLE DEVELOPMENT	3	AU	0	27	0	16	X	25%
URBANIZATION & SUSTAINABI	3	AU	0	14	0	15	X	25%
WORKSHOP IN SUSTAINABLE	3	SP						25%
<b>Sustainable Management</b>								
GLOBAL ENVIRONMENTAL MARK	3	AU	22	0	6		X	25%
GLOBAL ENVIRONMENTAL MARK	3	SP	26	3	0	21	X	25%
SUSTAINABLE AGRICULTURE	3	SU						25%
SUSTAINABLE CITIES	3	SP	28	5	4			25%
<b>Urban Studies</b>								
CITIES IN DEVELOPING COUNT	4	SP				1		25%
CITIES IN DEVELOPING COUNT	4	SP	0	13	0		X	25%
INTL TOPICS URBAN STUDIES	4	SP	0	12	0			25%
INTRO TO URBAN SOCIOLOGY	4	AU	0	25	0	13		25%
INTRO URBAN ETHNOGRAPHIES	4	SP	0	33	0	38	X	25%
INTRODUCTION URBAN SOCIO	4	AU	0	18	0	8		25%
METROPOLITICS RACE & PLAC	4	SP	0	12	0			25%
SR SEM:INTL TOPICS URB ST	4	AU	0	18	0	13		25%
URB DEV:RUBIK CUBE-POL	4	AU	0					25%
URBAN DEVELOPMENT	4	SP						25%
<b>Women's Studies</b>								
FICTION IN SPANISH ABOUT	4	AU	0	0	12			50%
GENDER & POWER TRANSMATL	4	AU	1	13	0		X	25%
GENDER, GLOBALIZATION, EM	4	SP	5	11	0			25%
PARADIGMS: GENDER, CULTUR	4	AU	14	1	1			25%





# Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13					% LAC
		SEM	PTS	UG	GRAD	13-14	
Africana Studies							
AFRS-GA2556	Engagement, Exile, Errancy	FA	4		2	X	100
AFRS-GA2652	Haiti in the Caribbean Context	FA	4		6	X	100
AFRS-GA2802	Afro-Latino Culture and History	FA	4		7		75
AHC-AD123	Postcolonial Displacement	FA	4		8		50
SCA-UA101	Approaches to Africana Studies	SP	4	2		X	25
SCA-UA835	Theatre of the Black Atlantic	FA	4	27		X	25
Anthropology							
ANTH-GA1222	Culture, Meaning, and Society	FA	4		21	X	25
ANTH-GA1246	Islam and the Americas	FA	4			X	50
ANTH-GA2610	Cultures of Biomedicine	SP	4		8		25
ANTH-GA3392	Colonialism, Nationalism, Modernity	SP	4		7	X	100
ANTH-GA3395	Gender, Culture, and Human Rights	FA	4		6		50
ANTH-UA 1	Human Society & Culture	FA	4	113			25
ANTH-UA103	Peoples of Latin America	SU	4	2		X	100
ANTH-UA123	Anthropology of Media	SP	4	30			25
ANTH-UA123	Anthropology of Media	SU	4	5			25
ANTH-UA17	Anthropology of Language	SP	4	385		X	50
ANTH-UA3	Archaeology: Early Societies & Culture	FA	4	371		X	25

# Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13					% LAC
		SEM	PTS	UG	GRAD	13-14	14-15
ANTH-UA3	Archaeology: Early Societies & Culture	SP	4	406		X	25
ANTH-UA3	Archaeology: Early Societies & Culture	SU	4	7		X	25
ANTH-UA410	Culture Through Food	SP	4	20			25
ANTH-UA47	Ethnography of the Andes	SP	4	0		X	100
ANTH1-UC5014	World Cultures: Latin America & The Caribbean	FA	4	21		X	100
ANTH1-UC5014	World Cultures: Latin America & The Caribbean	SP	4	22		X	100
ANTH1-UC5056	Culture & Colonialism	FA	4	19			25
ANTH1-UC5056	Culture & Colonialism	SP	4	13			25
ANTH1-UC6669	Transnationalism, Immigration & Identity	FA	4	17			50
ANTH1-UC6669	Transnationalism, Immigration & Identity	SP	4	20		X	50
SPAN-UA9350	Cultural and Social Anthropology of Spain and Iberoamerica	FA	4	9		X	50
SPAN-UA9350	Cultural and Social Anthropology of Spain and Iberoamerica	SP	4	8		X	50
<b>Art History and Museum Studies</b>							
ARTH-UA570	North American Indian Arts	SP	4	13			100
ARTH-UA9650	Art and the City: Buenos Aires	FA	4	6		X	100
ARTH-UA9650	Art and the City: Buenos Aires	SP	4	11		X	100
ARTS-UG1431	Art-Making and Mythology of Mexico	SP	4	14		X	100
ASPP-UT1010	Art in/as Politics	SP	4			X	25
ASPP-UT1010	Art in/as Politics	SP	4			X	25
FINH-GA2039	Modern & Contemporary Art in Latin America ca 1800	FA	4			X	100

**Appendix IIIB. Course List — New York University**

Course Number	Course Title	2012-13					% LAC
		SEM	PTS	UG	GRAD	13-14	14-15
FINH-GA3039	Sites of Contemporary Art, Mexico City, and Oaxaca	FA	4		13	X	100
FINH-GA3039	Sites of Contemporary Art, Mexico City, and Oaxaca	SP	4			X	100
IOART-UT961	Arts and Culture of Cuba	SU	4	8		X	100
MSMS-GA 2222	Museum Conservation and Contemporary Culture	FA	4		7	X	25
MSMS-GA 2223	Historic Sites, Cultural Landscapes and the Politics of Preservation	FA	4		5		25
MSMS-GA 2223	Historic Sites, Cultural Landscapes and the Politics of Preservation	SP	4		7		25
MSMS-GA 3330	Topics in Museum Studies: Heritage, Memory and Negotiating Temporalities	FA	4				25
MSMS-GA 3330	Topics in Museum Studies: Creating a Memorial Museum	FA	4				25
MSMS-GA 3330	Topics in Museum Studies: Museums and Political Conflict	SP	4		12	X	25
Museum Studies							
SPAN-GA9847	Photography in Spain & Latin America: A Critical History	SP	4		8	X	75
SPAN-GA9990	Topics: The Power of Images in Spain and its American Viceroyalties	SP	4		4	X	50
<b>Business, Economics, Development</b>							
CORE-GG2014	Proseminar: Globalization: Promises and Discontents	FA	4		10		25
CORE-GG2014	Proseminar: Globalization: Promises and Discontents	FA	4		10		25
DBIN-GB3303	Doing Business in Argentina	SP	3		19		75
DBIN-GB3311	Doing Business in Brazil	FA	3		39	X	75
ECON-GA1605	Latin American Economics	SP	4			X	100
ECON-UA9231	Money and Banking: Argentina	FA	4			X	100
ECON-UB11	Economics of Global Business	FA	4	411		X	25

# Appendix III.B. Course List — New York University

Course Number	Course Title	2012-13				% LAC	
		SEM	PTS	UG	GRAD		
ECON-UB1	Economics of Global Business	SP	4	208	X	X	25
GLOB1-CE9251	The Politics of International Economic Relations	FA	0		X		25
GLOB1-CE9282	The Politics of Ethical Consumption: How Fair Trade is Made	SP	0		X		50
GLOB1-CE9414	Emerging Markets in the Global Economy	SU	0			X	50
GLOB1-GC2180	The Emerging Markets	SP	3		X		50
GLOB1-GC2180	The Emerging Markets	SP	3		X		50
GLOB1-GC2180	The Emerging Markets	SU	3		X		50
GLOB1-GC2435	Bolivia: A Case Study in Sustainable Development	SP	4	16	X		100
GLOB1-GC2180	The Emerging Markets	SU	3		X		50
PADM-GP2203	International Economic Development	FA	4		X	X	25
PADM-GP2203	International Economic Development	SP	4		X		25
Creative Writing							
SPAN-GA4101	Workshop in Fiction	FA	4		X	X	75
SPAN-GA4101	Workshop in Fiction	SP	4		X	X	75
SPAN-GA4102	Workshop in Poetry	SP	4		X	X	75
SPAN-GA4103	Workshop in Creative Non-Fiction	FA	4		X	X	75
SPAN-UA 4001	Approaches to Narrative and Poetry	FA	4		X	X	75
SPAN-UA 4002	Forms and Techniques and Non-Fiction Prose	SP	4				
SPAN-UA 4003	Forms and Techniques of Poetry	SP	4		X		

# Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13					% LAC	
		SEM	PTS	UG	GRAD	13-14		14-15
SPAN-UA 9225	Introduction to Creative Writing (in Buenos Aires)	FA	4	2		X	X	100
SPAN-UA100	Advanced Poetry Workshop in Spanish	FA	4	12		X	X	75
SPAN-UA225	Creative Writing in Spanish	FA	4	21		X	X	75
SPAN-UA325	Advanced Fiction & Non-Fiction Workshop in Spanish	SP	4	6	0	X	X	75
WRITNG-UG9150	Creative Writing: Argentina	FA	4			X	X	100
WRITNG-UG9150	Creative Writing: Argentina	SP	4			X	X	100
Education								
EDUC-AD 115J	International Peacebuilding and the Role of Education	W	4	12				25
FLGED-GEE2128	Advanced Spanish for Teachers of Spanish as a Foreign Language	SP	4		11			100
FLGED-GEE2419	Applied Linguistics for Teachers of Spanish	FA	3		6	X		75
FLGED-GEE9069	The Teaching of Foreign Languages: Theory and Practice	FA	4		8	X		
LANED-GEE2003	Linguistic Analysis	FA	3		59	X		25
LANED-GEE2003	Linguistic Analysis	SP	3		47	X		25
LANED-GEE2005	Intercultural Perspectives in Multicultural Education	FA	3		16	X		25-50
LANED-GEE2005	Intercultural Perspectives in Multicultural Education	SP	3		42	X		25-50
LANED-GEE2060	Language Evaluation & Assessment	FA	3		16	X		25
LANED-GEE2060	Language Evaluation & Assessment	SP	3		16	X		25
SPAN-GA9201	Teaching Spanish as a Second Language	FA	4		5	X		50
SPAN-GA9202	Applied Methodology for Teaching Spanish as a Foreign Language	SP	4		48	X		75
TCHL-GEE2515	Adolescent Learners in Urban Contexts	FA	2		47	X		25

# Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13				% LAC
		SEM	PTS	UG	GRAD	
TCHEL-GE2515	Adolescent Learners in Urban Contexts	SP	2		46	25
<b>Environmental Studies</b>						
UPADM-GP 280	Global Politics of Green Growth	SP	4	10		25
ENVST-UA9417	Globalizing Social Activism	FA			X	25
<b>Interdisciplinary Studies</b>						
DRAP-GA1107	Introduction to Global Histories	FA	4		6	25
FIRST-UG24	Migration & American Culture	FA	4	36	X	25
FIRST0UG69	Boundaries and Transgressions	FA	4	16	X	100
IDSEM-UG1380	Three Revolutions: Haiti, Mexico, Cuba	SP	4	15	X	100
IDSEM-UG1394	Latinos and The Politics of Race	FA	4	15		100
IDSEM-UG1482	Consuming the Caribbean	FA	4	21		75
IDSEM-UG1486	Revolution	SP	4	17		100
IDSEM-UG1493	Sports, Race, and Politics	SP	4	22	X	50
IDSEM-UG1520	Street Roots of Latin America II	SP	4	0	X	100
IDSEM-UG1523	Feminism, Empire, and Postcoloniality	FA	4	22	X	50
IDSEM-UG1535	Narrating Memory, History, and Place	SP	4	16	X	25
IDSEM-UG1586	Consumerism in Comparative Perspective	FA	4	19	X	25
IDSEM-UG1630	Pictures at a Revolution	SP	4	0	X	50
IDSEM-UG1631	The U.S. Empire and The Americas	SP	4	12	X	100

# Appendix IIIB. Course List — New York University

Course Number	Course Title	2012–13					% LAC
		SEM	PTS	UG	GRAD	13-14	14-15
IDSEM-UG1711	Politics, Writing, and the Nobel Prize in Latin America	FA	4	15		X	100
IDSEM-UG1712	Empire, Race, and Politics	FA	4	17			25
IDSEM-UG1723	(Dis)inheriting Power: Literature & the Legacies of Colonialism	FA	4	6			25
COREA-AD26	Ways of Seeing: Colonialism, Race, and Multiculturalism	SP	4	14		X	25
<b>Global Health</b>							
GPH-GU2110	Global Health Policy and Management	FA	3		48	X	25
GPH-GU2140	Global Issues in Social & Behavioral Health	FA	3		48	X	25
GPH-GU2218	Assessing Community Health Needs	FA	3		16	X	25
GPH-GU2900	Global Health Services Research in Brazil	SP	3		8	X	100
GPHU-GU2120	Foundations of Global Health Leadership	FA	4		44	X	25
UGPH-GU10	Health and Society in a Global Context	FA	4			X	25
UGPH-GU10	Health and Society in a Global Context	SP	4			X	25
UGPH-GU40	Health Policy in a Global World	FA	4				25
UGPH-GU40	Health Policy in a Global World	SP	4			X	25
UGPH-GU60	Undergraduate Experiential Learning in Global Public Health	FA	4				25
UPGH-GU9040	Health Policy in a Global World (NYUBAs)	FA	4				100
UPGH-GU9040	Epidemiology for Global Health (NYUBAs)	SP	4				100
<b>Global Studies</b>							
GLOB1-CE9286	World Politics: The Struggle for Leadership	SU				X	25



# Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13				% LAC
		SEM	PTS	UG	GRAD	
GLOB1-CE9563	The Rise and Fall of the Left	SU			X	100
GLOB1-CE9566	BRICS	SU			X	25
GLOB1-CE9613	Bolivia: A Case Study in Sustainable Development	SP	3		X	100
GLOB1-CE9613	Brazil: Country of the Future?	SP			X	100
GLOB1-GC	Human Rights Research and Advocacy	SP	3		X	25
GLOB1-GC1020	Developing Countries in the Global Economy	FA	3		X	25
GLOB1-GC1100	Inside Latin America	SP	3		X	100
GLOB1-GC2100	Political Economy of Development	SP	3		X	50
GLOB1-GC2340	Gender in International Affairs: Sex, Power, and Politics	SP	3		X	25
GLOB1-GC3005	Cuba in the World: An Intercambio	SP	4			100
GLOB1-GC3045	Children and Youth in Conflict, Peacebuilding, and Development	SP	3		X	25
<b>History</b>						
HIST-2561	Theorizing Race and Slavery	SP	4		16	50
HIST-GA1200	Literature of the Field: Modern Latin American History	SP	4		6	100
HIST-GA1800	Topics in Latin America	FA	4			100
HIST-GA1800	Topics in Latin America	FA	4			100
HIST-GA2800	Topics in Latin America	SP	4		7	100
HIST-GA3390	Empire States & Political Imagination	FA	4			25
HIST-GA3803	Atlantic History Workshop	FA	2		3	75
HIST-GA3803	Atlantic History Workshop	SP	2		1	75

# Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13					% LAC	
		SEM	PTS	UG	GRAD	13-14		14-15
HIST-UA 403	Topics in Environmental History	SP	4			X		100
HIST-UA 655	Race, Gender, Sexuality in U.S. History	SP	4			X		25
HIST-UA413	Sem Tpcs	FA	4	52		X	X	25
HIST-UA413	Sem Tpcs	SP	4	20		X	X	25
HIST-UA471	Topics in Latin American History	FA	4	5		X	X	100
HIST-UA471	Topics in Latin American History	SP	4	14		X	X	100
HIST-UA625	Histories of the American West	SP	4			X		25
HIST-UA743	Colonial Latin America	FA	4	60			X	100
HIST-UA743	Colonial Latin America	FA	4	60			X	100
HIST-UA745	Contemporary Latin America	SP	4	42				100
HIST-UA745	Contemporary Latin America	SP	4	42				100
HIST-UA753	Histories of the Andes	SP	4			X		100
HIST-UA755	Cuba: History & Revolution	FA	4			X		100
HIST-UA755	Cuba: History & Revolution	FA	4			X	X	100
HIST-UA756	Histories of the U.S.-Mexico Border	SP	4	26				100
HIST-UA9745	Latin American History	FA	4				X	100
HIST-UA9745	Latin American History	SP	4			X	X	100
SCA-UA	American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Public Education	FA	4	25		X	X	25

## Human Rights

# Appendix III.B. Course List—New York University

Course Number	Course Title	2012-13				% LAC		
		SEM	PTS	UG	GRAD			
ANTH-UA331	Human Rights & Culture	FA	4	40	X	X	25	
DRAP-GA1045	Human Rights in Latin America	SP	4		11	X	X	100
DRAP-GA1045	International Rights in Latin America	SP	4		3	X	X	100
DRAP-GA1048	International Studies in Human Rights	FA	4		13	X	X	75
ELEC-GC2730	Causes Beyond Borders	SP	4		14			25
FIRST-UG 83	Human Rights, Human Wrongs	FA	4	19		X	X	50
HIST-GA2606	Human Rights & Humanitarian Interventions	SP	4		10			25
IDSEM-UG1622	International Human Rights	SP	4	42		X	X	25
LATC-GA1048	Human Rights in Latin America	SP	4		8	X	X	100
SOC-UA205	Social Movements, Protest, and Conflict	SP	4	144				25

## Politics, International Relations, Development

ELEC-GC2765	The Politics and Anti-Politics of NGOs	SP	4			X		25
GLOBAL-CE9251	The Politics of International Economic Relations	SP	3				X	25
GLOBAL-CE9282	The Politics of International Economic Relations	FA	3			X	X	25
GLOBAL-CE9286	World Politics: The Struggle for Leadership	FA	3			X		25
GLOBAL-CE9286	World Politics: A New Balance of Power?	FA	3			X	X	25
GLOBAL-CE9286	World Politics: The Struggle for Leadership	SP	3			X		25
GLOBAL-CE9286	World Politics: A New Balance of Power?	SP	3			X	X	25
GLOBAL-GC2100	Political Economy of Development	SP	3			X		50
GLOBAL-GC2470	Contentious Politics	SU	3		2	X		50

# Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13					% LAC	
		SEM	PTS	UG	GRAD	13-14		14-15
INTRL-GA1731	Topics in International Relations	FA	3				X	25
PADM-GP2201	Institutions, Governance, and International Development	FA	4		112	X	X	25
PADM-GP2201	Institutions, Governance, and International Development	SP	4		90	X	X	25
PADM-GP2202	Politics of International Development	FA	4		19	X	X	25
PADM-GP2202	Politics of International Development	SP	4		54	X	X	25
PADM-GP2250	Hunger and Food Security in a Global Perspective	SU	4		18			25
POL-GA1500	Comparative Politics	FA	4		120	X	X	25
POL-GA1500	Comparative Politics	SP	4		49	X	X	25
POL-GA1551	Comparative Politics of Developing Countries	SP	4		6	X		50
POL-GA1700	International Politics	FA	4		120	X	X	25
POL-GA1700	International Politics	FA	4		120	X		25
POL-GA1700	International Politics	SP	4		102	X	X	25
POL-GA1700	International Politics	SP	4		103	X	X	25
POL-GA1731	Topics in International Relations	FA	4		94	X	X	25
POL-GA1731	Topics in International Relations	SP	4		98	X	X	25
POL-GA3300	Political Economy of Public Policy in the US	SP	4		9	X	X	25
POL-GA3400	Political Economy Seminar	FA	4		59	X	X	25
POL-GA3400	Political Economy Seminar	SP	4		54	X	X	25
POL-GA3501	Seminar Comparative Politics	FA	4		57	X	X	25
POL-GA3501	Seminar Comparative Politics	FA	4		23	X	X	25
POL-UA 9780	Interamerica Relations: Latin America & The US	FA	4			X	X	100

**Appendix III.B. Course List — New York University**

Course Number	Course Title	2012-13				% LAC
		SEM	PTS	UG	GRAD	
POL-UA 9780	Interamerica Relations: Latin America & The US	SP	4			100
POL-UA150	Nationalism and Ethnic Conflict	SP	4	39		25
POL-UA150	Nationalism and Ethnic Conflict	SU	4	9		25
POL-UA500	Comparative Politics	FA	4	862		25
POL-UA500	Comparative Politics	SP	4	617		25
POLS1-UC6605	International Relations	FA	4	50		25
POLS1-UC6605	International Relations	SP	4	40		25
POLSC-AD180	Political Economy of International Trade	FA	4			25

**Journalism**

JOUR-GA 1021	Writing and Reporting Workshop I	FA	4			25
JOUR-GA 1022	Writing and Reporting Workshop II	SP	4		11	25
JOUR-GA1023	Newest New Yorkers	FA				50
JOUR-GA1231	Storytellers	FA	4			25
JOUR-GA1231	Storytellers	SP	4			25
JOUR-GA1281	Cataclysm and Commitment	FA	4			25
JOUR-UA 503	Journalism and Society	FA	4	48		25
JOUR-UA 503	Journalism and Society	SP	4	17		25

**Latin American and Caribbean Studies**

### Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13					13-14	14-15	% LAC
		SEM	PTS	UG	GRAD				
CORE-UA9515	Cultures & Contexts: Latin America	FA	4	5	0		X	X	100
GLBG-UA9103	Perspectives on Contemporary Argentina and the World	SP	4	0	0			X	100
FRSEM-UA493	Women in Social Movements in Latin America*	SP	4				X		100
GLOB1-GC1100	Inside Latin America	SP	4	0	0		X		100
HIST-GA2800	Topics in Latin America	SP	4	0	7		X	X	100
LAGC-UG101	Latin American Cultures	FA	4	83	0		X	X	100
LAGC-UG101	Latin American Cultures	SP	4	39	0		X	X	100
LATC-GA1001	Intro to Latin American and Caribbean Studies: Iberian-Atlantic and Colonial History	FA	4	0	18		X	X	100
LATC-GA1001	Intro to Latin American and Caribbean Studies: Iberian-Atlantic and Colonial History	SP	4	0	31		X	X	100
LATC-GA1007	Latin American Cities	FA	4	0	18				100
LATC-GA1017	Government & Politics of Latin America	SP	4	0	10		X		100
LATC-GA1023	Latinos in Urban Schools	FA	4	0	2		X	X	100
LATC-GA2001	Intro to Latin American and Caribbean Studies: Hemispheric and Postcolonial Perspectives	SP	4	0	19		X		100
LATC-GA2030	Reading & Research	SP	4	0	1		X	X	100
MCC-UE1022	Latino Media	SP	4	10	0		X		100
MCC-UE9455	Global Media Seminar: Latin America	FA	4	0	0		X	X	100
MCC-UE9455	Global Media Seminar: Latin America	FA	4	0	0		X		100
MCC-UE9455	Global Media Seminar: Latin America	SP	4	0	0			X	100
OART-UT954	Topics in Brazilian Culture	FA	4	104	0			X	100
OART-UT954	Topics in Brazilian Culture	FA	6	52					100

# Appendix III.B. Course List — New York University

Course Number	Course Title	2012-13				% LAC
		SEM	PTS	UG	GRAD	
OART-UT954	Topics in Cuban Culture	SP	4	60	0	X
PORT-UA700	Topics in Brazil Studies (taught in English)	FA	4	18	0	X
PORT-UA700	Topics in Brazil Studies (taught in Portuguese)	SP	4	9	0	X
PORT-UA701	Topics in Brazil Studies	FA	4	3		
SASEM-UG9151	Myths, Icons, and Invented Traditions: A Cultural History of Latin America	FA	4	7	0	X
SPAN-GA 2977	Seminar: Queer Colonial Latin America	FA	4		3	X
SPAN-GA 2977	Seminar: What's Left of Cuba	SP	4		1	
SPAN-GA 2978	Seminar: Latin American Cities	FA	4		8	
SPAN-GA9946	A Cultural History of Latin America	FA	4	0	35	X
SPAN-UA300	The Iberian Atlantic	FA	4	220	0	X
SPAN-UA300	The Iberian Atlantic	SP	4	101	0	X
SPAN-UA305	Cultural History of Latin America	FA	4	69		X
SPAN-UA763	Literature & Revolution in Latin America	FA	4	0	0	X
SPAN-UA9026	Argentina Hoy/Argentina Today	FA	4	7	0	X
SPAN-UA9026	Argentina Hoy/Argentina Today	SP	4	0	0	X
SPAN-UA9760	Intro to Latin American Studies	FA	4	4	0	X
LATC-GA3050	Internship Seminar	FA	8		3	X
LATC-GA3050	Internship Seminar	SP	8		4	
LATC-GA1014	Sociology of the Image	SP	4		5	X
LATC-GA2590	Contemporary Racisms in the Americas	FA	4		11	X*
LATC-GA2967	Estados de Mestizaje	FA	4			X*

# Appendix IIIB. Course List — New York University

Course Number	Course Title	SEM	PTS	2012-13		13-14	14-15	% LAC
				UG	GRAD			
LATC-GA2304	Democracy, Culture, and Power in Latin America	FA				X	X	100
LATC-GA2537	Latin American and Caribbean Intellectual History	FA	4				X	100
<b>Law</b>								
LAW-LW10256	International Organizations	FA	3		32	X	X	25
LAW-LW10295	Law and Development	FA	3		47		X	50
LAW-LW10582	Colloquium on Law, Economics and Politics	FA	2		11	X		25
LAW-LW10634	Colloquium on Law, Economics and Politics of Urban Affairs	SP	2		10	X		25
LAW-LW10709	Law and Policy of Foreign Investment Seminar	FA	2		46	X		50
LAW-LW10902	Indigenous Peoples in International Law	SP	2			X	X	25
LAW-LW10997	History and Theory of International Law Seminar	FA	2		24	X	X	25
LAW-LW11100	International Investment Law and Arbitration	FA	4		25	X	X	25
LAW-LW11105	Comparative Law	SP	1		13	X	X	25
LAW-LW11218	International Law	FA	4		72	X	X	25
LAW-LW11218	International Law	SP	4		110	X	X	25
LAW-LW11426	International Trade Law	SP	4		138	X	X	25
LAW-LW11610	Immigration Law and Rights of Non-Citizens	FA	4		120	X	X	75
LAW-LW12240	Gender, Culture, and Human Rights	FA	2			X	X	50
LAW-LW12279	Law and Institutions in Latin America	SP	3			X	X	100
LAW-LW12280	Deals: Commercial Transactions in Latin America	SP	3			X	X	100
LAW-LW12282	Clinic on Policy Advocacy in Latin America (Buenos Aires)	SP	3			X	X	100
LAW-LW12282	Clinic on Policy Advocacy in Latin America Seminar (Buenos Aires)	SP	2			X	X	100



### Appendix III.B. Course List — New York University

Course Number	Course Title	2012-13				% LAC
		SEM	PTS	UG	GRAD	
LAW-LW12284	Dispute Resolution in Latin America	SP	2			100
LAW-LW12304	Colloquium on Globalization, Economic Development, and Markets	SP	2			25
<b>Linguistics and Applied Linguistics</b>						
LING-GA2510	Pidgin & Creole Languages	SP			X	100
LING-UA26	Language & Liberation at Home in Caribbean and Abroad	FA	4	19	X	100
LING-UA30	Language in Latin America	SP	4	57	X	100
LING-UA38	Pidgin & Creole Languages	SP	4	42		100
SPAN-GA 1120	Foreign Language Teaching Methodology	FA	0		X	100
SPAN-GA 9202	Second Language Acquisition	SP	4	8		
SPAN-GA 9556	Topics: Applied Phonetics and Spoken Spanish	SP	4	12		
SPAN-GA9106	History, Geography and Politics of the Spanish Language	FA	4	16	X	75
SPAN-GA9208	Hispanic Dialectology and Sociolinguistics	SP	4	16	X	100
SPAN-UA 9105	Pragmatics and Second Language Acquisition	SP	4	3		
<b>Literature</b>						
COLIT-UA200	Reading South by South	FA	4			50
COLIT-UA200	Black Atlantic Writers	SP	4	10	X	75
FREN-GA1992	Topics in Caribbean Literature	SP	4		X	100
LITR1-UC6263	Latin American & Latino Literature	FA	4	14		100
PORT-GA2968	Special Topics in Brazilian Literature	SP	4	19	X	100
PORT-GA2968	Special Topics in Brazilian Literature	SP	4	10	X	100

# Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13					% LAC
		SEM	PTS	UG	GRAD	13-14	14-15
PORT-UA704	Narrating Poverty in Brazilian Literature & Film	SP	4	5	0		X
PORT-UA830	Brazilian Short Story	FA	4	15	0		X
PORT-UA830	Brazilian Short Story	FA	4	15			X
SPAN-GA 2965	Seminar: Workshop in Theory	FA	4		10	X	X
SPAN-GA 2967	Seminar: Reading the Global South	FA	4		3		X
SPAN-GA 2968	Seminar: Spectatorship	FA	4		6		X
SPAN-GA 2976	Seminar: Violence, Personhood	SP	4		6		
SPAN-GA2978	Special Topics in Latin American Literature	FA	4		24	X	X
SPAN-GA2978	Special Topics in Latin American Literature	FA	4		8	X	X
SPAN-GA2978	Special Topics in Latin American Literature	SP	4		8	X	X
SPAN-GA2978	Special Topics in Latin American Literature	SP	4		4	X	X
SPAN-GA2978	Special Topics in Latin American Literature	SU	4		5	X	X
SPAN-GA9766	Comparative Latin American Literature	SP	4			X	
SPAN-UA625	Transatlantic Avant Gardes	SP	4			X	
SPAN-UA743	Contemporary Latin American Novel	FA	4				X
SPAN-UA9640	Women's Writing in Spain and Latin America	SU	4	6		X	X
SPAN-UA9766	Comparative Latin American Literature	SP	4	1		X	
SPAN-UA9845	Borges and Argentine Literature	FA	4	7		X	X

## Music, Performance, and Film

ARTS-UG1604	Indigenous Cinemas of the Americas	FA	4	0	0	X	X	100
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# Appendix IIIB. Course List—New York University

Course Number	Course Title	2012-13				% LAC
		SEM	PTS	UG	GRAD	
CINE-UT56	International Cinema: Origins to 1960	FA	4		X	25
ICINE-UT105	Cinema in Latin America	FA	4		X	100
ICINE-UT105	Cinema in Latin America	FA	4	10	0	100
ICINE-UT105	Cinema in Latin America	SP	4		X	100
ICINE-UT105	Cinema in Latin America	SP	4	0	0	100
ICINE-UT105	Cinema in Latin America	W	4	13		100
LIBAR-UE 851	Jazz: An American Art Form in a Global Context	FA	4		X	25
MPAET-2965	Introduction to Theatre of the Oppressed	FA	4	20	X	100
MPAET-2966	Advanced Workshop of the Theater of the Oppressed	SP	4		X	100
MPAUZ-UE1601	Music/Contemporary World Cultures: Black Coastal Peru	FA	1		X	100
MPAUZ-UE1610	Music in World Cultures: Brazilian Music	SP	1		X	100
MUSIC-AD214	Global Hip-Hop	SP	4		X	50
MUSIC-UA9155	Music of Latin America	FA	4		X	100
PORT-UA704	Narrating Poverty in Brazilian Literature and Film	SP	4	21	X	100
PORT-UA706	The New Documentary in Brazil	SP	4	3	X	100
THEA-UT730	Boal and Beyond	FA	4		X	100
THEA-UT730	Boal and Beyond	SP	4		X	100
<b>Public Policy</b>						
PADM-GP2129	Race, Identity, and Inclusion	SP	4	19	X	50
PADM-GP2201	Institutions, Governance, and International Development	FA	4	112	X	25

# Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13					% LAC	
		SEM	PTS	UG	GRAD	13-14		14-15
PADM-GP2201	Institutions, Governance, and International Development	SP	4		90	X	X	25
PADM-GP2204	Development Assistance Accountability and Effectiveness	SP	4		115		X	25
PADM-GP2226	Innovative Leadership for Human Development	FA	4		10	X	X	25
PADM-GP2430	Multi-Sector Partnerships	SU	4		98	X		50
UPADM-GP217	Sustainable Urban Development	SP	4	13		X	X	50
UPADM-GP232	Global Health: Policies, Politics and Institutions	FA	4	19		X	X	25
UPADM-GP280	Global Politics of Green Growth	SP	4	10		X	X	25
UPADM-GP9101	The Politics of Public Policy: City, Nation, Globe	SP	4	59		X	X	25
Portuguese								
PORT-GA1104	Portuguese for Spanish Speakers	SP	0		12	X	X	100
PORT-UA1	Portuguese for Beginners I	FA	4			X	X	100
PORT-UA10	Intensive Elementary Portuguese	FA	6	8		X	X	100
PORT-UA11	Elementary Portuguese for Spanish Speakers	FA	4	17		X	X	100
PORT-UA11	Elementary Portuguese for Spanish Speakers	SP	4	18		X	X	100
PORT-UA2	Portuguese for Beginners II	SP				X	X	100
PORT-UA3	Intermediate Portuguese I	SP	4	20		X	X	100
PORT-UA4	Intermediate Portuguese II	FA	4	9		X	X	100
PORT-UA850	Special Topics	SP	4	15		X		100
PORT-UA997	Independent Study	FA	4	1				100
PORT1-CE9219	Portuguese: Accelerated VII and VIII	SP			12	X		100
PORT1-CE9261	Portuguese: Intensive I	SP			9	X		100

# Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13				% LAC		
		SEM	PTS	UG	GRAD			
PORT1-CE18879	English to Portuguese Translation: An Introduction	FA			13	X	X	100
PORT1-CE18879	English to Portuguese Translation: An Introduction	SP			12	X	X	100
PORT1-CE18883	English to Portuguese Legal Translation I	FA			15	X	X	100
PORT1-CE18181	English to Portuguese Translating Financial Topics	FA				X		100
PORT1-CE14138	English to Portuguese Technical Translation	SP			13	X		100
PORT1-CE14139	English to Portuguese Medical Translation	SP			16	X		100
Quechua								
LATC-GA10	Beginning Quechua I	FA	4		3	X	X*	100
LATC-GA10	Beginning Quechua I	SP	4		2	X	X*	100
LATC-GA11	Beginning Quechua II	SP	4		2	X	X*	100
LATC-GA20	Intermediate Quechua I	FA	4		1	X	X*	100
LATC-GA20	Intermediate Quechua I	SP	4		1	X	X*	100
LATC-GA21	Intermediate Quechua II	FA	4			X	X*	100
SPAN-UA81	Beginners Quechua I	FA	4	5		X	X*	100
SPAN-UA82	Beginners Quechua II	SP	4	3		X	X*	100
SPAN-UA83	Intermediate Quechua I	FA	4	3		X	X*	100
SPAN-UA84	Intermediate Quechua II	Sp	4	3		X	X*	100
Social Work								
MSWEL-GS3063	Cultural, Social, Clinical, and Organizational Perspectives on Trauma: Argentina	SP	3			X	X	100
MSWEL-GS2115	Culture and Social Issues of Central America	SU	3		17		X	100

# Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13					% LAC	
		SEM	PTS	UG	GRAD	13-14		14-15
MSWEL-GS2136	Inequalities in Globalization	FA	3		8	X	X	25
MSWEL-GS2136	Inequalities in Globalization	SP	3			X	X	25
MSWEL-GS2140	International Poverty Reduction	SP	3		12	X	X	25
MSWEL-GS2168	Mexican Immigrants and NYC	SU	6		2		X	75
MSWEL-GS3028	Practice with Spanish Language/Latino Families	FA	1		14	X	X	75
Spanish								
ELEC1-UC5609	Intensive Spanish I	SP	4			X	X	100
IOART-UT1960	Advanced Spanish	SP	4			X		100
SPAN-GA2892	Guided Individual Readings	SP	4		20	X	X	75
SPAN-GA9301	Translation of Literary, Legal, Medical and Business Texts	SP	4		6	X	X	100
SPAN-GA9833	History, Memory & Nostalgia in Contemporary	SP	4		5			50
SPAN-UA	Spanish for Spanish Speakers	FA	4	27		X	X	100
SPAN-UA	Spanish for Spanish Speakers	SP	4	6		X	X	100
SPAN-UA1	Spanish for Beginners Level I	FA	4	337		X	X	100
SPAN-UA1	Spanish for Beginners Level I	SP	4	191		X	X	100
SPAN-UA1	Spanish for Beginners Level I	SU	4	44		X	X	100
SPAN-UA10	Intensive Elementary Spanish	FA	6	109		X	X	100
SPAN-UA10	Intensive Elementary Spanish	SP	6	115		X	X	100
SPAN-UA10	Intensive Elementary Spanish	SU	6	13		X	X	100
SPAN-UA101	Advanced Spanish Conversation	FA	4	43		X	X	100

# Appendix IIIB. Course List—New York University

Course Number	Course Title	2012-13					% LAC	
		SEM	PTS	UG	GRAD	13-14		14-15
SPAN-UA101	Advanced Spanish Conversation	SP	4	55		X	X	100
SPAN-UA102	Advanced Spanish Conversation for Medical Professions	SP	4	5		X	X	100
SPAN-UA111	Advanced Spanish for Spanish Speaking Students	FA	4	9		X	X	100
SPAN-UA111	Advanced Spanish for Spanish Speaking Students	SP	4	9		X	X	100
SPAN-UA2	Spanish for Beginners Level II	FA	4	276		X	X	100
SPAN-UA2	Spanish for Beginners Level II	SP	4	286		X	X	100
SPAN-UA2	Spanish for Beginners Level II	SU	4	25		X	X	100
SPAN-UA200	Critical Approaches to Reading, Writing, and Text Analysis	FA	4	109		X	X	100
SPAN-UA200	Critical Approaches to Reading, Writing, and Text Analysis	SP	4	156		X	X	100
SPAN-UA3	Intermediate Spanish I	FA	4	465		X	X	100
SPAN-UA3	Intermediate Spanish I	SP	4	239		X	X	100
SPAN-UA3	Intermediate Spanish I	SU	4	40		X	X	100
SPAN-UA355	Is Spanish One Language?	FA	4	12		X	X	100
SPAN-UA355	Is Spanish One Language?	SP	4	14		X	X	100
SPAN-UA4	Intermediate Spanish II	FA	4	370		X	X	100
SPAN-UA4	Intermediate Spanish II	SP	4	641		X	X	100
SPAN-UA4	Intermediate Spanish II	SU	4	66		X	X	100
SPAN-UA9015	Intensive Spanish for Advanced Beginners	FA	8	7		X	X	100
SPAN-UA9015	Intensive Spanish for Advanced Beginners	SP	8	11		X	X	100
SPAN-UA9015	Intensive Spanish for Advanced Beginners	SU	8			X	X	100
SPAN-UA9020	Intensive Intermediate Spanish	FA	8	21		X	X	100

# Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13					% LAC	
		SEM	PTS	UG	GRAD	13-14		14-15
SPAN-UA9020	Intensive Intermediate Spanish	SP	8	15		X	X	100
SPAN-UA9020	Intensive Intermediate Spanish	SU	8	12		X	X	100
SPAN-UA9021	Basic Spanish for Communication	SP	6	8		X	X	100
SPAN-UA9022	Basic Uses and Applications	SP	6	8		X	X	100
SPAN-UA9023	Hispanic Culture Performance	FA	4	4		X	X	75
SPAN-UA9023	Hispanic Culture Performance	SP	4	8		X	X	75
SPAN-UA9027	Hispanic Culture in the U.S.	FA	4	10		X	X	75
SPAN-UA9027	Hispanic Culture in the U.S.	SP	4	11		X	X	75
SPAN-UA9100	Advanced Grammar and Composition	FA	4	18		X	X	100
SPAN-UA9100	Advanced Grammar and Composition	SP	4	19		X	X	100
SPAN-UA9103	La Lengua De Buenos Aires	FA	4	6		X	X	100
SPAN-UA9103	La Lengua De Buenos Aires	SP	4	5		X	X	100
SPAN-UA9104	Spanish for Commerce	FA	4	8		X	X	100
SPAN-UA9104	Spanish for Commerce	SP	4	12		X	X	100
SPAN-UA9110	Techniques of Translation	FA	4	12		X	X	100
SPAN-UA9110	Techniques of Translation	SP	4	7		X	X	100
SPAN-UA9200	Critical Approaches to Reading, Writing, and Text Analysis	FA	4	11		X	X	100
SPAN-UA9200	Critical Approaches to Reading, Writing, and Text Analysis	SP	4	28		X	X	100
SPAN1-CE9001	Spanish I	FA			71	X	X	100
SPAN1-CE9001	Spanish I	SP			22	X		100
SPAN1-CE9002	Spanish II	FA			39	X	X	100



Appendix IIIB. Course List — New York University

Course Number	Course Title	2012-13				% LAC		
		SEM	PTS	UG	GRAD			
SPAN1-CE9002	Spanish II	SP			8	X		100
SPAN1-CE9003	Spanish III	FA			42	X	X	100
	Spanish III	SP			16	X		100
	Spanish IV	FA			8	X	X	100
	Spanish IV	SP			6	X		100
SPAN1-CE9005	Spanish V	FA			9	X	X	100
SPAN1-CE9005	Spanish V	SP			7	X		100
SPAN1-CE9011	Spanish I and II	SP			9	X		100
SPAN1-CE9012	Spanish III and IV	SP			9	X		100
SPAN1-CE9063	Spanish: Intensive I	SP			5	X		100
SPAN1-CE18851	English to Spanish Environmental Translation	FA			15	X	X	100
SPAN1-CE18852	English to Spanish Medical Translation II	FA			7	X	X	100
SPAN1-CE18857	Spanish to English: An Introduction to Translation	FA			14	X	X	100
SPAN1-CE18857	Spanish to English: An Introduction to Translation	SP			14	X	X	100
SPAN1-CE18866	Spanish to English Literary Translation	FA			6	X	X	100
SPAN1-CE18866	Spanish to English Commercial Translation I	FA			10	X	X	100
SPAN1-CE18866	Spanish to English Commercial Translation II	FA			11	X	X	100
SPAN1-CE18869	Spanish to English Legal Translation II	FA			9	X	X	100
SPAN1-CE18869	Spanish to English Legal Translation I	FA			16	X	X	100
SPAN1-CE18869	Spanish to English Legal Translation I	SP			26	X	X	100
SPAN1-CE17585	Medical Consecutive Interpreting: Spanish/English	FA				X	X	100
SPAN1-CE17587	Introduction to Medical Interpreting and Terminology: Spanish/English	FA			60	X	X	100
SPAN1-CE17587	Introduction to Medical Interpreting and Terminology: Spanish/English	SP			72	X		100

# Appendix III.B. Course List — New York University

Course Number	Course Title	2012-13					% LAC
		SEM	PTS	UG	GRAD		
SPAN1-CE19601	Intermediate Spanish for Law Students	SP			11	X	100

## Appendix IV: NYC-CLAS PERFORMANCE MEASURE FORM

**Project Goal Statement I: [Core Mission, CP1, FCP1] To increase the availability of LCTL courses at CU, NYU, and Lehman College; to increase the number students graduating with at least one year of LCTL language training by 150%; increase the number of those graduating with intermediate and advanced skills by 50%; and increase the diversity of such speakers by 25%**

2. Performance Measures	3. Activities	4. Data / Indicators	5. Freq.	6. Data Source	7. Baseline and Targets
Add 3 priority languages or LCTLs taught in credit-bearing courses over the period of the grant: Mixtec at Lehman; Kréyol at NYU; Nahuatl at CU	Creation of an Indigenous and Diasporic Language Consortium (IDLC) with Lehman College to teach LCTLs in credit-bearing courses and to allow students to cross-register in LCTL courses at the other institutions. Seed the hire of 3 new instructors of Mixtec, Kréyol, and Nahuatl (all projected for Y1, may begin Y2)				
A minimum of 5 students/semester will enroll in each LCTL class	Promote consortium and course offerings, through targeted email, social media, and web presence; and through language-related outreach events				
Increase levels of language instruction offered in Quechua and Portuguese (PLs): add 1 advanced Quechua and 2 advanced Portuguese	Course development funds for faculty; library and other materials purchased to support advanced language learning				
A minimum of 5 students/semester will enroll in Advanced Quechua and 8/semester in Advanced Portuguese by Y3 and 4	Promote consortium and course offerings, through targeted email, social media, and web presence; and through related student and outreach events				
Increase number of area studies courses taught in Portuguese by 4 and in Quechua by 1	Course development funds for faculty; library and other materials purchased to support area studies courses				
Integrate LCTL and PL language study into degree or certificate programs at NYU, CU, and Lehman	Curricular review and revision of majors/minors: BA, MA, and in part at our Schools of Education, as per Project Goal III.				
Multimedia teaching modules in LCTLs created by LCTL faculty will be made publicly available: 5 Quechua lessons (increase of 150%); a minimum of 9 for other IDLC LCTLs; 750 unique views a year (Y3)	Create IDLC Web Portal to serve courses for all three institutions and wider national audience for LCTL teaching and learning; develop social media campaign to reach national audience				
Production and publication of original video and audio materials in Quechua, Mixtec, Kréyol, and Nahuatl for use in LCTL teaching, minimum 16 segments over four years	Faculty-mentored and student produced and edited audio/video segments (5–8 minutes) with native speakers of LCTLs (with an emphasis on LCTL-speaking communities in NYC) that serve as primary source materials for incorporation into classroom lessons; make these available on the shared Portal and evaluate their use.				

**Project Goal Statement II: [CP1] To improve and integrate LACS material and perspectives into the curriculum of MSIs and/or CCs and thereby increase access to international education for students from historically underrepresented groups**

2. Performance Measures	3. Activities	4. Data / Indicators	5. Freq.	6. Data Source	7. Baseline and Targets
Addition of Mixtec language courses at Lehman College (as per Project Goal I, above)	NRC funds used to hire an instructor of Mixtec at Lehman College				
Generate access to Lehman students to four regional languages (Quechua, Mixtec, Krèyol, Nahuatl) not presently available on their campus or in the CUNY system	The IDLC will allow students from Lehman to take LCTL language classes at NYU and CU and vice versa.				
Partnership with BMCC initiative "Cultivating Global Competencies in the BMCC Classroom" to redesign and implement minimum 7 classes with LACS content over the grant period. Anticipated student impact of 5,700 students by Y3.	Expand existing NYU collaboration with BMCC to include CU; collaborate on BMCC "globalizing the curriculum" initiative; provide workshops; support for NYU and CU faculty course/project mentors; and course development funds for BMCC faculty teams.				
Increase participation of MSI/CC faculty in NYU's FRN seminars (target of 70); priority admission for faculty developing new courses on their home campus	Continue advisement to ensure LACS related content for NYU Faculty Resource Network programs.				

**Project Goal Statement III: [CP2] To increase LAC presence in the core and elective training of future K-12 educator programs and to promote meaningful LAC/International presence in the development of the Common Core Curriculum and other foundation curriculum in the public schools**

2. Performance Measures	3. Activities	4. Data / Indicators	5. Freq.	6. Data Source	7. Baseline and Targets
The development of new or renovated Core or elective Master of Education training courses that include measurable LACS content or perspectives	Curriculum development program to introduce LAC content in teacher training courses; workshops; faculty-led working group				
(NYU) New Certificate in LACS for MEd students at Steinhardt by Y3; minim 3 students enrolled by end of cycle	Curricular committee, review and proposal; School-University- and State-level approvals.				
Minimum 750 Future educators, K-12 and post-secondary teachers of Spanish receive training in performance-based language teaching methodology	(CU) Workshop Series: Methodological Developments in Teaching Spanish as a Second and Foreign Language; (NYU) Applied Linguistics Workshops				
Hold 2 policy research conferences followed by publication on area studies in the Common Core	Develop faculty research group on area studies and common core with TC and Steinhardt; plan sequence of public workshops, culminating in policy research conferences (Livestreamed), to be followed by publication				

**Project Goal Statement IV: [AP] To offer high quality K-12 teacher training programs that raise global competencies and promote multilingualism for a diverse student population**

2. Performance Measures	3. Activities	4. Data / Indicators	5. Freq.	6. Data Source	7. Baseline and Targets
Minimum 1000 K-12 teachers receive training in LACS	K-12 teacher training workshops, programs, and symposia, in collaboration with respective Schools of Education				
Minimum 600 K-12 teachers receive training in comparative area studies	K-12 teacher training workshops, programs, and symposia, in collaboration with other campus NRCs				
Support sustained faculty development for 5 K-12 teachers per year in Teacher Residency Program; support creation of 5 teaching modules for use in the classroom	K-12 Teacher residency program: teachers are fellows for academic year; work with Faculty sponsors; workshops with School of Education experts. 5 fellows/5 modules per year.				
Increase number and ensure quality of lesson plans and curriculum made available to K12 teachers nationwide. 25 modules online by end of cycle	Develop shared NYC-CLAS K-12 Web Portal; create free membership access to teaching materials; monitor unique views and downloads to measure and increase quality and relevance.				
Expand impact of K12 workshops and conferences through Livestream, available on K12 Portal (increase number of events by 25% per year, beginning with 4 in Y1); increase the average # of unique views a minimum of 25% per year	Create Livestream platform on K-12 Portal; publicize Livestream events; grant special access for registered Portal users (teachers) to new LAND/NACLA website and its teaching resources				

**Project Goal Statement V: Expand and create public resources that offer specialist knowledge and analysis on LACS beyond an academic audience; increase users of online materials by 50% by end of grant cycle**

2. Performance Measures	3. Activities	4. Data / Indicators	5. Freq.	6. Data Source	7. Baseline and Targets
<p>Online, searchable guide to Consortium-produced multimedia lessons and resources in LCTLs created by LCTL faculty (as per Project Goal I, above); target for Quechua 6 (150% increase); min. 9 for other LCTLs</p> <p>Increase overall usage by minimum 50% from baseline</p>	<p>Development of an online Consortium Portal for IDLC that collects and shares academic resources to LCTL students and instructors, as well as links to the local and online communities that speak these languages. Establish online space for comments and feedback. Produce quarterly reports on analytics for number and geographic distribution of users. Make improvements based off used comments and feedback.</p>				
<p>Increase and expand use of Consortium-developed and maintained web Portal for K-12 materials produced by Consortium Fellows and K-12 Residency participants (as per Project Goal IV, above).</p>	<p>Evaluate the traffic on the Consortium Portal for K-12 curricular materials; live stream at least 2 K-12 event per semester; monitor attendance to livestream events to effectively reach broader audiences. Tag all existing curricular materials by region, topic, and grade-level.</p>				
<p>Provide an English-language online resource (LADMI) to complement specialized scholarship with timely and in-depth information on regional developments and debates. Launch LADMI (Y1), post 3 times a week and increase readership to min. 1000 visits/week by Y3)</p>	<p>Designate an editorial board for LADMI including partners from CU, NYU, and NACLA. Development and launch of the online platform Latin American Digital Media Initiative (LADMI, currently LAND/NACLA). Journalism and LACS MA students from CU and NYU contribute original content and images for the site. Tag all content to make site searchable by region, topic, and author.</p>				





**June 30, 2014**

**John H. Coatsworth  
Provost, Columbia University  
535 West 116th Street  
205 Low Memorial Library  
Mail Code 4313  
New York, NY 10027**

**Dean Deirdre Pettipiece  
Lehman College  
The City University of New York  
250 Bedford Park Boulevard West  
Bronx, New York 10468**

Dear John and Deirdre:

This letter of intent ("LOI") sets forth the terms on which New York University ("NYU"), The Trustees of Columbia University in the City of New York ("Columbia") and Lehman College, The City University of New York ("Lehman") (each of Lehman, NYU and Columbia an "institution" and together the "institutions") have agreed to enter into discussions about the creation of a new Indigenous Language Consortium (the "Consortium"), which will promote and increase access to the study of the indigenous languages of Latin America by allowing students from each institution to enroll in relevant language courses taught at the other institutions. The Consortium Agreement will be conditioned on and coterminous with any Title VI grant (the "Grant") received by NYU and Columbia that provides funds for the Consortium.

In developing the agreement for the Consortium (the "Consortium Agreement") the following issues will be addressed:

- Each institution offering at least one indigenous language of the Americas (the "Courses"), subject to approval of each institution's governance body, enrollment, the availability of funding, and/ or qualified instructor at the respective institution.
- The frequency of the Course being offered at each institution.
- The Courses will be available to students (both graduate and undergraduate) from the institutions.
- Tuition and fees for the Courses will be paid by participating students solely to their home institution.
- No fees will be paid among the institutions with respect to students participating in the Courses.



- Developing a system to track cross-enrollments from one institution to the other for each academic year and equal balance of trade and appropriate financial arrangements to address imbalances.
- A student's home institution's rules and policies will govern with respect to Course registration deadlines, grade options, incompletes, and withdrawals.

All activities under this LOI will be realized through clearly established conditions and obligations mutually agreed upon by the parties and will be subject to compliance with law, including the Family Educational Rights and Privacy Act, by each institution.

This LOI does not constitute a binding obligation on NYU, Columbia or Lehman, but rather contains the parties' agreement to continue in good faith discussions for so long as mutually desired by the institutions toward developing and entering into the Consortium Agreement. Only a fully-executed and delivered Consortium Agreement will bind each party with respect to the Consortium. This LOI places no financial obligations on any one of the three institutions.

None of the institutions will use the name, trade name, trademarks, logos or any other designation or variation thereof of any of the other institutions or any division, department, school or unit of such other institutions, in any publicity, marketing or advertising materials with respect to the Title VI grant, Consortium, or this LOI, without the prior written consent of the respective institution. Each institution may, however, refer to the other institutions' intent to form the Consortium and enter into a Consortium Agreement solely for the purpose of applying for the grant as contemplated by this LOI. None of the institutions will issue a press release about the existence of this LOI or any activity under this LOI without the prior written consent of all of the institutions (not to be unreasonably withheld, conditioned or delayed).

This LOI is not intended, nor should anything herein be construed, to create the relationship of partners, joint venturers, principal and agent, employer and employee, or other fiduciary relationship between the parties hereto. Except as may be separately agreed in writing, none of the parties hereto shall have any authority to represent or bind the other institution in any manner whatsoever, and each institution hereto will be solely responsible and liable for its own acts.

The terms and provisions of this LOI may be modified or amended only by the written consent of all parties. This LOI may be executed by the parties hereto in separate counterparts, each of which when so executed and delivered will together constitute one and the same instrument.

If the foregoing is in accordance with your understanding, please have an authorized representative sign and date this letter. Please retain one copy and return a fully executed copy of this letter at your convenience.

Agreed to this 30 day of June, 2014, by:

**New York University**



Name: Gabrielle Starr

Title: Dean of the College of Arts and Science, New York University

Agreed to this 30th day of June, 2014, by:

**The Trustees of Columbia University in the City of New York**



Name: Stephen Rittenberg

Title: Vice Provost for Academic Administration

Agreed to this \_\_\_\_\_ day of June, 2014, by:

**Lehman College**

\_\_\_\_\_  
Name: Deirdre Pettipiece

Title: Dean of Arts and Humanities, Lehman College

As per Provost Anny Morrobel Sosa

Agreed to this \_\_\_\_\_ day of June, 2014, by:

**New York University**

\_\_\_\_\_  
Name: Gabrielle Starr

Title: Dean of the College of Arts and Science, New York University

Agreed to this 30th day of June, 2014, by:

**The Trustees of Columbia University in the City of New York**

\_\_\_\_\_  
Name: Stephen Rittenberg

Title: Vice Provost for Academic Administration

Agreed to this 30th day of June, 2014, by:

**Lehman College**

\_\_\_\_\_  
Name: Deirdre Pettipiece

Title: Dean of Arts and Humanities, Lehman College

As per Provost Anny Morrobel Sosa